

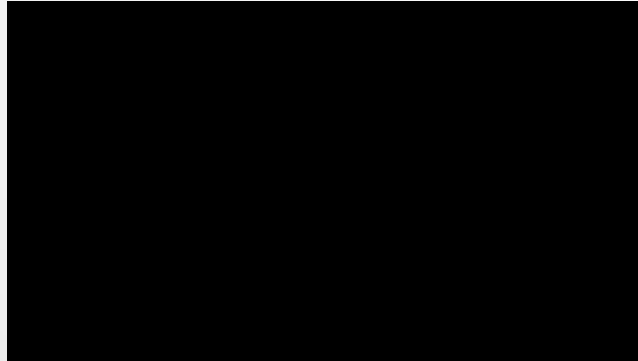
# River Valley School District In-Service Day

August 25, 2021

*Inspiring Innovation and Creating Expectations*



<https://youtu.be/KSZo58up6Y4>



# Welcome Back! Thank You

- **Mr. Philip Martell – Superintendent**
- **Board of School Directors**
  - **Mr. Rick Harper-Board President**



# District Infrastructure

- Mrs. Holly Rougeaux-Assistant to the Superintendent for Curriculum, Instruction and Technology
- Mrs. Regina Geesey-Assistant to the Superintendent for Pupil and Staff Services.
- Mr. Jesse Madden - Director of Technology
- Mr. Steve Rapotsky-Network Manager
- Steve Kostie-Joe Perry-Rob Coutch-Jeremy Nolf-Joe Clark-IT Technicians
- Mrs. Elizabeth Olivera Pernelli- Director of Technology and Integrations
- Mr. Joe Hughes - Director of Building and Grounds
- Mr. David Marshall-Director of Finance and Operations
- Mrs. Constance Gizzi-Assistant Director of Finance and Operations-HR
- Mrs. George Coutsombis - Director of Food Service
- Ms. Tiara Stossel-Director of Athletics and Activities
- Mr. Geoff Dixon-Assistant Athletic Director-River Valley Foundation
- Mr. Jeff Geesey-WIB Coordinator and STEAM Consultant
- Mrs. Alice Santoro-Board Secretary
- Mrs. Samantha Glass-Cyber Coordinator, RVCA
- Mrs. Linzi Strong-Elementary STEAM Coordinator
- Mr. Danny Sacco-Safety and Security Consultant
- Mrs. Sherry Frassenei-District PIMS Coordinator



# RVSD Building Level Administrators

- **Mr. Michael Leasure - High School Principal**
- **Mrs. Sarah Hartzell - Teacher-Middle School Principal**
- **Mrs. Tracy Richards - SES Principal**
- **Mrs. Kara Gardner - BES Principal**



# New Staff Members

- ❖ **Mr. Richard Schillow-Workforce HUB Coordinator**
- ❖ **Mrs. Courtney Rizer-Administration**
- ❖ **Mrs. Kara Gardner-BES Principal**
- ❖ **Christan Kampus-LTS-RVHS**
- ❖ **Darren Studnecki-LTS-RVMS**
- ❖ **Lauren Celender-LTS-BES**
- ❖ **Lana McArdle-LTS-Chemistry**
- ❖ **Kassidy Richards-Chemistry**
- ❖ **Jenley Schillow-Kindergarten-BES**
- ❖ **Mya Hilliard-Life Skills-RVMS**
- ❖ **McKenzie Rihn-Learning Support BES**



# Graduate Assistants 2021-22

## IUP Literacy Graduate Assistants

**Jack Crunick**

**Nicole Ianarelli**

## IUP SLP Graduate Assistants

**Gina Basile (BES)**

**Megan Grant(BES)**

**Seth Gardner(BES)**

**Abbie Okopol (SES)**

## Saint Vincent Graduate Assistants

**Makayla McMullen (RVHS)**



# *River Valley School District*

## *2021-22 Goals*

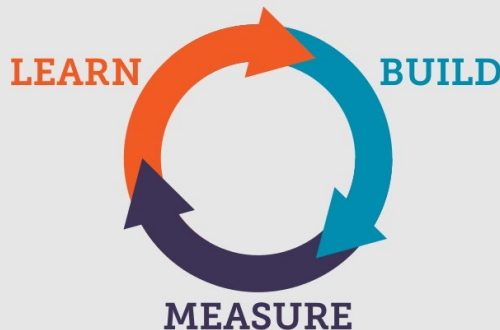
- Champion a unified learning environment that engages students, their families and our community.
- Support individualized and equitable opportunities for all students to reach their maximum potential.
- Provide a safe and secure environment for students, staff and visitors that supports physical and mental wellbeing.
- Consistently maintain responsible stewardship of district funds and resources in the best interest of our students and community.
- Promote and advance the district's success and excellence.





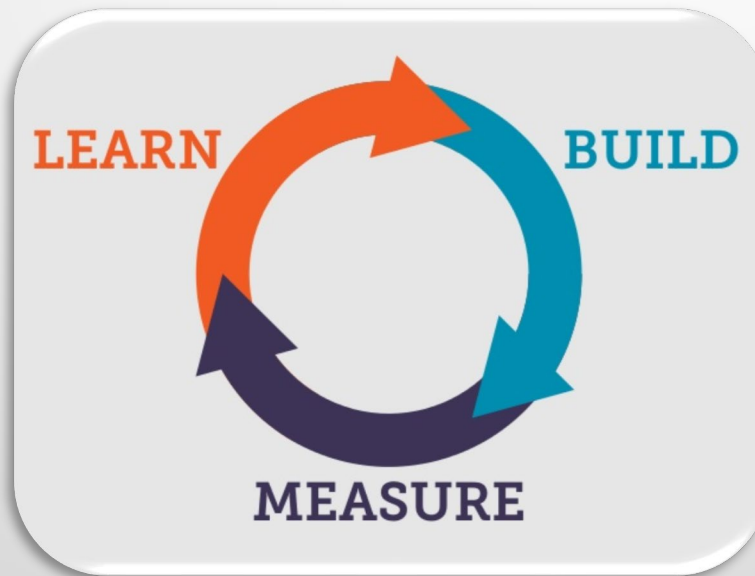
# *How Do We Accomplish Our Goals?*

1. **Identify the Problem.**
2. **Determine the metric (measurement) for success and begin building a viable solution (plan) to the problem.**
3. **Measurement begins after instruction and innovation are initiated.**



# *Where Do We Start?*

**BUILD      MEASURE      LEARN**



## **Identification Goal #1:**

Champion a unified learning environment that engages students, their families and our community.

### **Metric or Plan:**

Create a Data-Driven Culture and use assessments to drive and support instructional decision making

### **Measurement**

1. Make data part of the ongoing RVSD cycle of instructional improvement by collecting, analyzing, planning and personalizing instruction.
2. Teach students to examine their own data and set learning goals.
3. Embrace the vision for school-wide data use and engage and educate our families.
4. Use supports that foster the data-driven culture within your school.
5. Utilize the district-wide data system that is provided by Edinsight.



## Identification Goal # 2

Support individualized and equitable opportunities for all students to reach their maximum potential.



### Metric or Plan:

Create a culture of personalized learning with an emphasis on the use of technology ,work based learning, and innovative environments and opportunities to increase student achievement and differentiated learning.

## Measurement

1. Access to work-based learning opportunities allows **students to enhance their career research and planning**, ultimately paving the way for them to meet their future career goals.
2. Make every learning experience an opportunity for assessing growth. Receiving feedback on their performance and areas of growth helps students feel confident that they can progress in their learning.
3. True personalized learning facilitates more equitable outcomes by promoting success for more students. By designing classroom practices that embrace individual differences, personalization can add depth to the learning experiences of all students.

**Identification Goal #3:** Provide a safe and secure environment for students, staff and visitors that supports physical and mental wellbeing



**Metric or Plan:**

Create and design options to, fund, and implement a comprehensive school-wide approach that facilitates interdisciplinary collaboration and builds on a multitiered system of support

**Measurement:**

1. Fully integrate learning supports (e.g., behavioral, mental health, and social services), instruction, and school management within a comprehensive, cohesive approach that facilitates multidisciplinary collaboration.
2. Implement multitiered systems of support (MTSS) that encompass prevention, wellness promotion, and interventions that increase with intensity based on student need, and that promote close school– community collaboration.
3. Improve access to school-based mental health supports by ensuring adequate staffing levels in terms of school-employed mental health professionals who are trained to infuse prevention and intervention services into the learning process and to help integrate services provided through school–community partnerships into existing school initiatives.
4. Integrate ongoing positive climate and safety efforts with crisis prevention, preparedness, response, and recovery to ensure that crisis training and plans: (a) are relevant to the school context, (b) reinforce learning, (c) make maximum use of existing staff resources, (d) facilitate effective threat assessment, and (e) are consistently reviewed and practiced.

**Identification Goal #4:** Consistently maintain responsible stewardship of district funds and resources in the best interest of our students and community.



**Metric or Plan:** The River Valley School District prioritizes financial resources in a cost efficient manner to best educate students, support staff, ensure safety, and to maintain and improve district buildings, resources, and facilities.

### **Measurement:**

1. **Audit-**The community should expect and know that the District's finances are maintained according to Generally Accepted Accounting guidelines, and that the oversight of the District's finances are sound and in order.
2. **Fund Balance-**A significant fund balance helps the district with cash flow needs and if enough fund balance is on hand, then the district can forego borrowing for short-term cash flow needs and avoid the interest expense that would otherwise be incurred due to the loan. In addition, fund balance can be used to deal with a difficult financial period or an unplanned emergency expenses.
3. **School Safety-**Having safety plans to prepare for emergencies such as evacuations, fire, tornado, intruders, etc., and to stay calm during a time of crisis, helps students and staff feel at ease. Strong school safety plans allow stakeholders to focus on maintaining a safe school environment for optimal learning.

**Identification Goal #5:** Promote and advance the district's success and excellence.



**Metric or Plan:** The River Valley School District recognizes staff as one of its most valuable assets. Staff make a difference in the lives of our students, impacting their success and the success of their team, school, and district. Staff feedback, ideas, and expertise is essential to district growth and improvement.

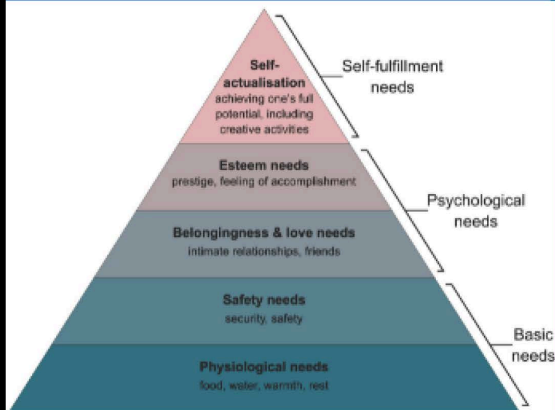
**Measurement:**

1. District staff continue to develop our Professional Learning communities to have observable impact in the classroom for student learning. As a district our work with grading, assessment, and the vision of a learner will improve the learning of all students.
2. Foster an exceptional county-wide climate for teachers and the teaching profession by innovatively using resources and by cultivating broad public support that will advance the profession.
3. Initiate transformative conversations about public education and advocate for effective educational policies at regional, state, and national levels.



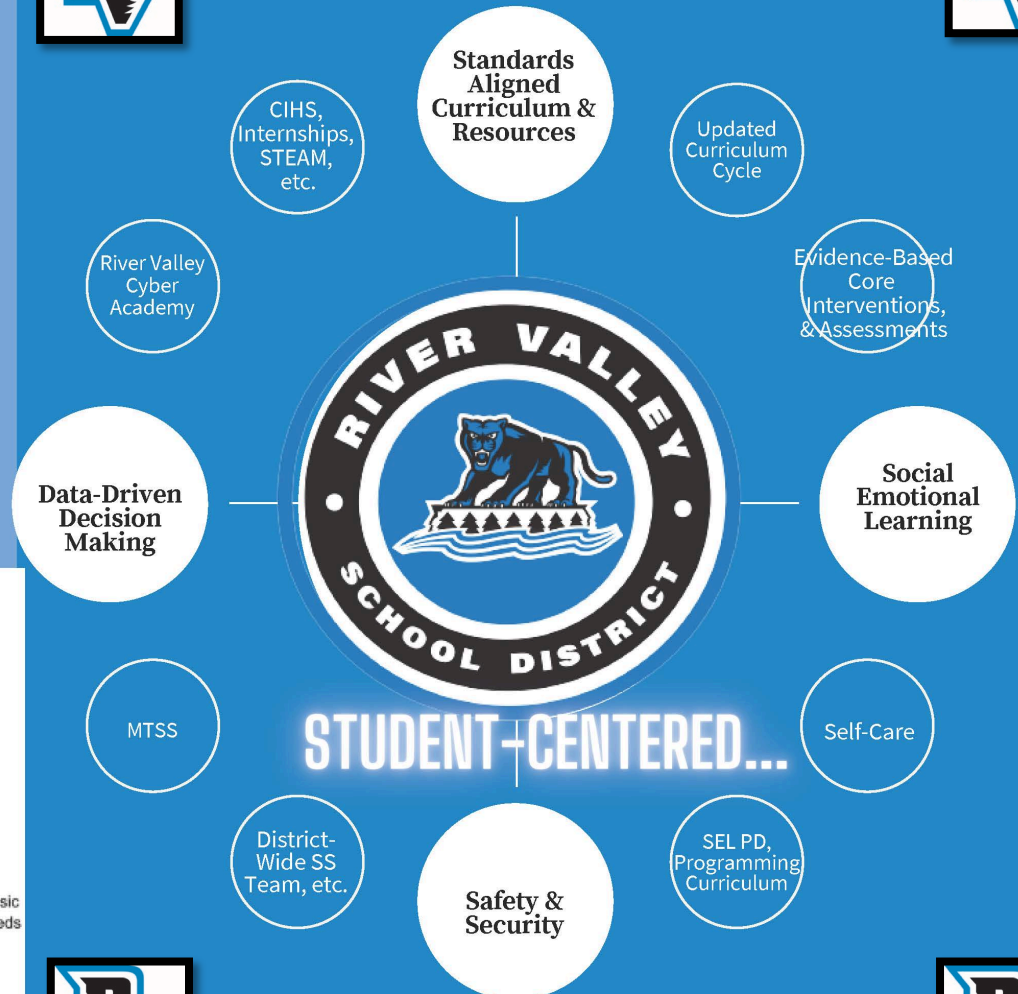
# RVSD MISSION STATEMENT

The River Valley School District has an obligation to ensure that all River Valley students will have equal access to a high-quality education that will allow them to reach their full potential in all career paths that prepare them for the challenges of the 21st century and global economy.



## Maslow's hierarchy of needs

Maslow's hierarchy of needs was created by American psychologist Abraham Maslow in 1943. Maslow suggested that human needs could be put into five...







## *The Southern Indiana County STEAM Academy*



Preparing today's students for their  
future careers through  
transformative  
educational opportunities



# Why a STEAM Academy?



## Meeting the Challenges of Workforce Development

- Addresses the Workforce Investment Board's (WIB) "High Priority Occupations" (HPO) and the Pennsylvania Department of Labor and Industries "Pennsylvania In-Demand Occupations List" (PAIDOL).
- Supports the local, regional and state-wide workforce needs, demands and shortages through a full-time, comprehensive institution.
- Meets more student career interests that are not otherwise being met through other means.
- Only such STEAM institution in Southwestern Pennsylvania.



# Workforce Development Career Opportunities

## Programs slated 2022-2023

- Additive Manufacturing
- Cybersecurity
- Dental Assisting
- Electrical
- Logistics and Distribution Management
- Medical Terminology
- Robotics Engineering
- Sports Medicine and Rehabilitation Therapy
- VET Technician

## Programs slated 2023-2024

- Diesel Technology
- Homeland Security Protective Services (Police/Fire/EMS)
- Landscape Design
- Power Sports (ATV/UTV/Jet Ski/Boat Repair)
- Powerline Distribution



# The Value and Importance of Career Readiness

According to the latest U.S. Bureau of Labor Statistics report, there are 6.6 million unfilled jobs in the United States. Many employers across the country report that there is a skills gap for middle skilled jobs, with an insufficient number of applicants having the qualifications, training, or education needed to fill those roles.

Developing a combination of technical, academic, and employability skills is the best way to prepare students for fast-growing and high-earning jobs .

A 2020 report by [Georgetown University's Center on Education and the Workforce](#), “Workplace Basics: The Competencies Employers Want,” revealed the five most in-demand competencies across the labor market.

**These competencies may be better learned through work-based learning, rather than in-classroom learning alone.**

1. Communication
2. Teamwork
3. Sales and customer service
4. Leadership
5. Problem solving and thinking

**6.6**

Million  
unfilled jobs  
in the U.S.<sup>1</sup>

**8**

Million  
workers lack  
necessary  
credentials

**61%**

of employers face  
challenges filling  
skilled worker  
vacancies

*Source: US Bureau of Labor Statistics, 2020<sup>1</sup>*



# River Valley School District *2021-22 Goals*



*“High Achievement Always Takes  
Place in the Framework of  
High Expectations.”*

Charles F. Kettering