

Belle Vernon Area SD

District Level Plan

07/01/2019 - 06/30/2022

District Profile

Demographics

270 Crest Avenue
Belle Vernon, PA 15012-4200
724-808-2500-1102
Superintendent: Michele Dowell
Director of Special Education: Cassandra Bozek

Planning Process

The development of the Belle Vernon Area School District's comprehensive plan was a collaborative effort. A planning committee was established with administrators, educational specialists, parents, community members, business representatives and members of the Board of Education.

The planning committee met initially to review the mission, vision, and shared values and openly discuss the strengths and weaknesses of the district. Items of the existing plan were revised and updated to meet the current needs of the district. The planning committee also identified strengths and weakness of the district.

The administrative team met afterwards to develop goals based around weaknesses that were identified. Once these goals were created the planning committee reconvened to meet and discuss implementation of these goals.

Mission Statement

Belle Vernon Area School District, in partnership with our community, is committed to inspiring all students to own their futures by providing academic, social, technological, and personal opportunities for growth and development.

Vision Statement

Graduates are prepared to embark on their own pathway to success.

Shared Values

In order to prepare students to be future-ready learners, the Belle Vernon Area School District believes that:

- Students learn best in an environment where they feel safe and welcome.
- Leaders are developed through citizenship, responsibility, and accountability.
- Students can explore meaningful connections through opportunities in academics, athletics, arts, and activities.
- All students can grow academically, socially, and emotionally.
- We provide various pathways to individual student success.
- Effective school community/parent cooperation is essential.

Educational Community

Located twenty-five miles southeast of Pittsburgh in rural Westmoreland and Fayette County, the Belle Vernon Area School District has a population of 20,127 residing in five political subdivisions: Washington Township, Fayette City, North Belle Vernon, Belle Vernon, and Rostraver Township. The district area is 42.2 square miles. Belle Vernon Area School District in southwestern Pennsylvania lies midway between Pittsburgh on the north, Uniontown on the south, Washington to the west, and Greensburg to the east. The school district has a slight geographical anomaly with students from two counties. The present school district was formed by a merger of the previous Bellmarette and Rostraver school districts in 1965.

The Belle Vernon School District enrollment for the Fall of 2019 will be approximately 2,434 students in grades K-12. The district operates two elementary schools, Marion and Rostraver; one middle school, Belle Vernon Area Middle School; and one high school, Belle Vernon Area High School. Each elementary school has students in Kindergarten through sixth grade, the middle school has students in seventh and eighth grade and the high school services students in ninth through twelfth grade. The school district operates its own transportation fleet as well as their own food services. The school district uses the services of the Central Westmoreland County

Vocational Technical Center in New Stanton, Pennsylvania, the Mon Valley Career and Technical Center in Charleroi, Pennsylvania along with the Westmoreland Intermediate Unit 7 in Greensburg, Pennsylvania.

Planning Committee

Name	Role
Jason Boone	Administrator : Professional Education Special Education
Michele Dowell	Administrator : Professional Education Special Education
Jennifer Godzak	Administrator : Professional Education Special Education
Deidra Stepko	Administrator : Professional Education Special Education
Dan Engstrom	Board Member : Professional Education
Stacey Livengood	Board Member : Professional Education
Michelle Rodriguez	Board Member : Professional Education
Lou Rood	Board Member : Professional Education Special Education
Tiffany Gratchic	Building Principal : Professional Education Special Education
John Grice	Building Principal : Professional Education Special Education
Dave Bashada	Business Representative : Professional Education Special Education
Katie Hager	Business Representative : Professional Education
Kathleen Forte	Community Representative : Professional Education
Dan Kovatch	Community Representative : Professional Education
Tamira Spedaliere	Community Representative : Professional Education
Tiffany Jamieson	Ed Specialist - School Psychologist : Professional Education Special Education

Shannon Ambrose	Elementary School Teacher - Regular Education : Professional Education
Debra Soltis	Elementary School Teacher - Regular Education : Professional Education Special Education
Ted Grice	High School Teacher - Regular Education : Professional Education
Angela Musto	High School Teacher - Regular Education : Professional Education
Jason Herrod	High School Teacher - Special Education : Special Education
Greg Steeber	Instructional Technology Director/Specialist : Professional Education Special Education
David Divelbliss	Middle School Teacher - Regular Education : Professional Education
Daniel Cieply	Middle School Teacher - Special Education : Professional Education Special Education
Lee Baron	Parent : Professional Education
Angela Blystone	Parent : Professional Education
MaryBeth Burkley	Parent : Professional Education Special Education
Kara Prentice	Parent : Professional Education
Angel Temoshenka	Parent : Professional Education
Dominic Demangone	Special Education Director/Specialist : Professional Education Special Education
Cassandra Bozek	Student Services Director/Specialist : Professional Education Special Education

Core Foundations

Standards

Mapping and Alignment

Elementary Education-Primary Level

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

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

This narrative is empty.

Elementary Education-Intermediate Level

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

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

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

This narrative is empty.

Middle Level

Standards	Mapping	Alignment
Arts and Humanities	Developing	Developing
Career Education and Work	Accomplished	Accomplished
Civics and Government	Accomplished	Accomplished
PA Core Standards: English Language Arts	Developing	Developing
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Developing	Developing
PA Core Standards: Mathematics	Developing	Needs Improvement
Economics	Developing	Developing
Environment and Ecology	Accomplished	Accomplished
Family and Consumer Sciences	Developing	Developing
Geography	Accomplished	Accomplished
Health, Safety and Physical Education	Developing	Developing
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	Developing	Developing
School Climate	Developing	Developing
World Language	Developing	Developing

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

The district is working on new math assessments for alignment purposes.

High School Level

Standards	Mapping	Alignment
Arts and Humanities	Developing	Developing
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	Developing	Accomplished
Family and Consumer Sciences	Developing	Accomplished
Geography	Accomplished	Accomplished
Health, Safety and Physical Education	Developing	Developing
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	Developing	Developing
School Climate	Developing	Developing
World Language	Developing	Developing

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

This narrative is empty.

Adaptations

Elementary Education-Primary Level

Checked answers

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

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

Unchecked answers

None.

Elementary Education-Intermediate Level

Checked answers

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

Unchecked answers

None.

Middle Level

Checked answers

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

Unchecked answers

None.

High School Level

Checked answers

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

Unchecked answers

None.

Explanation for any standards checked:

Students with an IEP or 504 plan are provided with adaptations on a daily basis in all subject areas. Teachers differentiate content for all students when needed.

Curriculum

Planned Instruction

Elementary Education-Primary Level

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

Processes used to ensure Accomplishment:

Elementary Buildings have grade level as well as content area planning meetings to address the curriculum needs.

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

Elementary Education-Intermediate Level

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

Processes used to ensure Accomplishment:

Elementary Buildings have grade level as well as content area planning meetings to address the curriculum needs.

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

Middle Level

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

Departments are meeting monthly throughout the school-year to discuss their respective curriculum. Topics in each meeting include common assessments, curriculum mapping, assessment creation aligned to the PA standards, and teaching strategies and resources.

Within these meetings and across faculty meetings, a number of cross curricular projects have been developed to reinforce relevance and rigor.

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

High School Level

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

Departments are meeting monthly throughout the school-year to discuss their respective curriculum. Topics in each meeting include common assessments, curriculum mapping, assessment creation aligned to the PA standards, and teaching strategies and resources.

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

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.

Modifications and adaptations are determined on an individual basis whether it be via the student's IEP or the intervention planning team

Instruction

Instructional Strategies

Checked Answers

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

Unchecked Answers

- Instructional Coaching

Regular Lesson Plan Review

Checked Answers

- Administrators
- Building Supervisors

Unchecked Answers

- Department Supervisors
- Instructional Coaches
- Not Reviewed

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

Administration conducts annual evaluations on tenured teachers and bi-annual evaluations on non-tenured teachers.

Walkthroughs are conducted to focus on instructional practices in the classroom.

Instructional content and practices are regularly reviewed by building principals.

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

The district does not employ instructional coaches. The teachers' CBA limits department supervisors from reviewing lesson plans.

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.	Implemented in 50% or more of district classrooms
Differentiated instruction is used to meet student needs.	Implemented in 50% or more of district classrooms

A variety of practices that may include structured grouping, flexible scheduling and differentiated instruction are used to meet the needs of gifted students.	Implemented in 50% or more of district classrooms
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If necessary, provide further explanation. (Required explanation if column selected was

This narrative is empty.

Elementary Education-Intermediate Level

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

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

This narrative is empty.

Middle Level

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

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

This narrative is empty.

High School Level

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

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

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.

When teachers bid on a position, the superintendent interviews the candidates and selects the candidate with the most fitting qualifications for the position.

An equity plan is utilized to ensure the most effective teachers are properly placed.

State certifications are monitored and teachers are only placed in the area in which they are certified.

Assessments***Local Graduation Requirements***

Course Completion	SY 19/20	SY 20/21	SY 21/22
Total Courses	29.00	29.00	29.00
English	4.00	4.00	4.00
Mathematics	3.00	3.00	3.00
Social Studies	3.00	3.00	3.00
Science	3.00	3.00	3.00

Physical Education	3.00	3.00	3.00
Health	1.00	1.00	1.00
Music, Art, Family & Consumer Sciences, Career and Technical Education	2.00	2.00	2.00
Electives	10.00	10.00	10.00
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.
- 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.

Unchecked answers

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

Local Assessments

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

History		X	X	X	X	
Science and Technology and Engineering Education		X	X		X	
World Language		X	X		X	

Methods and Measures

Summative Assessments

Summative Assessments	EEP	EEI	ML	HS
PSSA		X	X	
Keystones			X	X
Common Assessments	X	X	X	X

Benchmark Assessments

Benchmark Assessments	EEP	EEI	ML	HS
Measure of Academic Progress-Marion Grades 1-3	X	X		
Phonics Screening	X			

Formative Assessments

Formative Assessments	EEP	EEI	ML	HS
Exit Slips	X	X	X	X
Ongoing Curriculum Based Assessments	X	X	X	X
Questioning Strategies	X	X	X	X
Cross-Curricular Projects	X	X	X	

Diagnostic Assessments

Diagnostic Assessments	EEP	EEI	ML	HS
CDTs		X	X	
Kindergarten Screening	X			
Phonics Screening	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	X	X	X	X

Department Supervisor Review			X	X
Professional Learning Community Review				
Instructional Coach Review				
Teacher Peer Review	X	X	X	X

Provide brief explanation of your process for reviewing assessments.

Department heads, administration, and teachers meet to review assessments.

Development and Validation of Local Assessments

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

The district administration collaborates with department heads to ensure validity of all assessments.

Collection and Dissemination

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

Each building level administrator is responsible to review all assessment data with teachers.

Administrators analyze the data and share the data with the administrative team and staff.

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.

Elementary administrators meet with grade level teams to discuss benchmark test results and plan for remediation.

At the conclusion of every common assessment, secondary teachers submit a common assessment analysis report to building administration for review. This report includes an action plan to address the needs of students who have not demonstrated achievement of the academic standards at a proficient level or higher.

Assessment Data Uses

Assessment Data Uses	EEP	E EI	ML	HS
Assessment results are reported out by PA assessment anchor or standards-aligned learning	X	X	X	X

objective.				
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.

PA assessment anchors, eligible content, and standards-aligned learning objectives are addressed in teacher lesson planning.

Teachers modify and adapted based on students' individual needs.

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

This narrative is empty.

Distribution of Summative Assessment Results

Distribution Methods	EEP	EEI	ML	HS
Course Planning Guides	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				
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				
Press Releases				
School Calendar	X	X	X	X
Student Handbook	X	X	X	X

Provide brief explanation of the process for incorporating selected strategies.

The district notifies parents through various methods to keep them informed on the summative assessment procedures and results.

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

The district is attempting to find a way to develop a quarterly newsletter for the community.

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.

Data is reviewed by the administrative team to determine areas of need in curriculum and/or instructional practices. Data is presented to the staff and analyzed further to provide additional instructional practices to students. Building level administrators are responsible for supporting teachers in their endeavors in implementing instructional practices that support students' needs based on the data that was analyzed.

Resources are evaluated and allocated based upon need.

Title I funds are allocated to the school that demonstrates economic need. These funds are used to support students in the areas of reading and mathematics.

Programs, Strategies and Actions

Programs, Strategies and Actions	EEP	E EI	ML	HS
Biennially Updated and Executed Memorandum of Understanding with Local Law Enforcement	X	X	X	X
School-wide Positive Behavioral Programs	X	X	X	X
Conflict Resolution or Dispute Management	X	X	X	X
Peer Helper Programs	X	X	X	X
Safety and Violence Prevention Curricula	X	X	X	X
Student Codes of Conduct	X	X	X	X
Comprehensive School Safety and Violence Prevention Plans	X	X	X	X
Purchase of Security-related Technology	X	X	X	X
Student, Staff and Visitor Identification Systems	X	X	X	X
Placement of School Resource Officers	X	X	X	X
Student Assistance Program Teams and Training	X	X	X	X
Counseling Services Available for all Students	X	X	X	X
Internet Web-based System for the Management of Student Discipline	X	X	X	X

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

The Belle Vernon Area School District places a high priority on ensuring that our schools provide a safe and caring environment for students. Expectations for behavior are supported within each school building. Both elementary schools implement Project Team, the middle school utilizes 7 Habits of Highly Successful Teens, and the high school uses a combination of Character Education and Leopard Pride Awards. These programs provide a strong foundation for the demonstration of appropriate behavior at school. As part of the District's comprehensive approach to school safety and security, crisis teams are located in each school building. Identified staff members who are part of these crisis teams are trained in Safety Cares by the District's two certified trainers. Crisis teams utilize Safety Care for crisis prevention, de-escalation intervention and physical management procedures to support students in crisis.

During the 2018-2019 school year, the Belle Vernon Area School District secured two School Resource Officers. These officers are from the two local townships (the District spans two counties - Fayette County and Westmoreland County). The Rostraver Township police department provides an officer that services the high school and Rostraver Elementary. The Washington Township police department provides an officer that services the middle school and Marion Elementary. All staff and students have been trained in the ALICE program and protocols to increase their chances of survival if an armed intruder were to be present. The District conducts ALICE, Lockdown, Fire Drills and Evacuation Drills.

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 Belle Vernon Area School District conducts annual public awareness activities to inform the public of the gifted education programs and services offered. The District provides printed information in the Administration office regarding the availability of gifted programs and services. Annual public notice is published in local newspapers throughout the county in coordination with Westmoreland County Intermediate Unit. Additionally, information is shared through the District Website and Student handbook. Information includes the District screening process, and how to initiate screening or evaluation for a child along with the steps in the evaluation process.

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

The Belle Vernon Area School District abides by the Chapter 16 regulations and Gifted Guidelines in identifying gifted children. The Belle Vernon Area School District utilizes a screening process to locate students who are thought to be gifted. Screenings are conducted on an ongoing basis. At any time, a staff member or parent can request a screening. With parent permission, the Gifted Screening process begins. Data reviewed may include results of state and/or local achievement testing, scores on screening measures of ability, classroom performance, rates of acquisition and retention, demonstration of student learning strengths and review of student's academic needs in regards to depth and pacing of curriculum. Additionally, team members are required to identify the possibility of any factors that may be masking a student's gifted ability. Results and recommendations of

screening assessments are provided to the student's parents. When the student meets District established screening criteria they will be recommended for a full gifted evaluation by school personnel.

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

The Belle Vernon Area School District abides by the Chapter 16 regulations and Gifted Guidelines in identifying gifted children. A multidisciplinary evaluation is conducted with parent consent to determine if the student meets criteria to be identified as gifted and in need of gifted services. Mentally gifted is defined as "outstanding intellectual and creative ability the development of which requires specially designed programs or support services, or both, not ordinarily provided in the regular education program." The term mentally gifted includes a person who has an IQ of 130 or higher if other factors indicate gifted ability. The Belle Vernon Area School District does not determine eligibility based on IQ scores alone. If a child's IQ score is lower than 130, that child may be admitted to the gifted program using a multi-factor evaluation system that "strongly" indicates gifted ability. Factors considered as part of the multi-factor evaluation system include:

- *Achievement test scores that are a year or more above grade level
- *Observed or measured acquisition/retention rates that reflect gifted ability
- *Achievement, performance, or expertise in one or more academic areas that demonstrate a high level of accomplishment
- *Higher level thinking skills
- *Documented evidence that intervening factors are masking gifted ability

Tools are selected to eliminate bias. To determine if a student is in need of gifted services, the student must demonstrate that they have educational needs that extend beyond the accommodations and differentiation that can be provided in the regular education environment. Once a student is identified, a Gifted Individualized Education Plan (GIEP) is developed by the student's educational team and parents.

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.

The Belle Vernon Area School District is working to improve the educational experiences for our students who have been found to be eligible for the district's gifted program. Currently our program is competition based; however, the District is taking steps to provide a wide array of educational experiences. The needs of each student will continue to be addressed in a Gifted Individual Education Program (GIEP). Annual goals and/or short term objectives (if appropriate) are developed in the GIEP along with specially designed instruction which will be implemented in accordance with the GIEP. The activities in which students in the gifted program will be able to participate may consist of but are not limited to:

- *Enrichment activities stemming from the regular education/supplemental curriculum(s)
- *Supplemental Instruction from school personnel
- *Individual or team competitions (Local, State and/or National)
- *Community Service opportunities

*Educational field trips

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				
Wellness/Health Appraisal	X	X	X	X

Explanation of developmental services:

The Belle Vernon Area School District has a student services staff that includes a certified school psychologist, certified school nurses, and certified school counselors. They provide students a variety of developmental services that are an integral part of the district's educational program and are available in all of our buildings. Below are examples of the services provided by the student services staff. This list is not reflective of all services provided.

School Counselors: Coordination of the course selection process, Transition planning, Individual and group student meetings, Orientation of new students, Monitoring of attendance.

School Nurses: Mandatory health screenings, Wellness resources, Medication administration, Communication on health trends and best practices.

School Psychologist: Educational support to staff and parents regarding the developmental process of children from ages 5-21, Assistance to staff and parents in interpreting standardized testing information, Support to school programs regarding behavioral expectations.

Diagnostic, Intervention and Referral Services

Diagnostic, Intervention and Referral Services	EEP	EEI	ML	HS
Accommodations and Modifications	X	X	X	X

Administration of Medication	X	X	X	X
Assessment of Academic Skills/Aptitude for Learning	X	X	X	X
Assessment/Progress Monitoring	X	X	X	X
Casework	X	X	X	X
Crisis Response/Management/Intervention	X	X	X	X
Individual Counseling	X	X	X	X
Intervention for Actual or Potential Health Problems	X	X	X	X
Placement into Appropriate Programs	X	X	X	X
Small Group Counseling-Coping with life situations	X	X	X	X
Small Group Counseling-Educational planning	X	X	X	X
Small Group Counseling-Personal and Social Development	X	X	X	X
Special Education Evaluation	X	X	X	X
Student Assistance Program	X	X	X	X

Explanation of diagnostic, intervention and referral services:

Diagnostic, Intervention, and Referral Services are comprised of services that are provided directly to students on an individualized as-needed basis. The student services staff play an integral role in determining the students' needs and connecting the student, staff, and students' families with services to address the needs whether educational, health related, or social/behavioral. Services encompass such areas as individual and small group counseling, assessment to determine appropriate interventions and services, implementing specific interventions to address needs, assisting in determining appropriate placements in the educational setting, as well as emergency/crisis response.

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				
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:

Consultation and Coordination Services are those services which facilitate the development and progress of students through consultation with school staff and parents and/or coordination of services within the school district or community based resources and services providers. The student services staff within the Belle Vernon Area School District provide the following:

Information to case management to coordinate services for students needing a variety of help

Serve as liaisons with agencies and service providers in the community

Provide consultation in areas including development, learning and/or behavioral challenges

Facilitate communication between families and school staff

Provide parent education

In addition, staff is also trained in Student Assistance Program and SAP teams are implemented in each building. The student services staff also provides support to systems and programs within the district such as committees to address safety and crisis response.

Communication of Educational Opportunities

Communication of Educational Opportunities	EEP	E EI	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				
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	X	X
School Calendar				

Student Handbook	X	X	X	X
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Frequency of Communication

Elementary Education - Primary Level

- Quarterly

Elementary Education - Intermediate Level

- Quarterly

Middle Level

- Quarterly

High School Level

- Quarterly

Collaboration for Interventions

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

We conduct grade level meeting every two weeks to determine if interventions are making a difference in the child's academic progression

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 Belle Vernon Area School District does not currently offer these before or after school programs and services.

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 Belle Vernon Area School District coordinates activities designed to identify and serve children with disabilities through district support, community support, intermediate unit support, parental support, and interagency support. The teams ensure both physical and programmatic access through team building, collaboration, and resources inside and outside of the community. The LEA maintains communication of all District students identified and served through Early Intervention services in Westmoreland County. With parent permission, records are shared between the Early Intervention program and District staff. Each February, transition meetings are held with providers/parents/agencies and District staff for all students age eligible to transition to school aged programs and services to ensure a smooth transition to Kindergarten for all students in need of special education programs and services. Transition meetings give the District enough time to complete evaluations and secure resources, supports and accommodations needed for student's access to education.

Students not participating in Transition meetings from Early Intervention are welcomed to multiple registration days in the Spring prior to each school term, along with rolling enrollment throughout the summer. At registration, the LEA makes families aware of Child Find activities. The LEA completes Kindergarten Screenings on students in areas such as academic readiness, behavior, speech, and nursing services.

Elementary school counselors coordinate with all early childhood care or educational settings who serve students residing within District boundaries to notify families of registration requirements, activities and other transition information. Additionally, notice is posted in the local newspaper and District website of Kindergarten registration. Preschool students also have the opportunity to visit the elementary buildings prior to the school year.

There are currently no programs directly operated by the LEA or under contract from LEA, although coordination occurs with agencies within the community.

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	Developing

and demonstrates relationships among fundamental concepts and skills	
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.

The teachers work in dept/grade levels teams to develop concepts/skills and application
The curriculum review protocol requires the review of materials and resources

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

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	Developing
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.

The teachers work in dept/grade levels teams to develop concepts/skills and application
The curriculum review protocol requires the review of materials and resources

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

Middle Level

Material and Resources Characteristics	Status
Aligned and supportive of academic standards, progresses level to level	Developing

and demonstrates relationships among fundamental concepts and skills	
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.

The curriculum at the middle level that is being delivered is aligned the Pennsylvania Standards across all core subject. All students have access to the curricula where they are in ability and need. Teachers meet monthly to discuss students, lesson plans, common assessments and cross curricular projects. The administration attends department level meetings to determine need in regards to materials and resources to ensure that high quality aligned instruction can be maintained.

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

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	Developing
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.

The curriculum at the high school level that is being delivered is aligned the Pennsylvania Standards across all core subject. All students have access to the curricula where they are in ability and need. Teachers meet monthly to discuss students, lesson plans, common assessments and cross curricular projects. The administration attends department level meetings to determine need in regards to materials and resources to ensure that high quality aligned instruction can be maintained.

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

SAS Incorporation

Elementary Education-Primary Level

Standards	Status
Arts and Humanities	Full Implementation
Career Education and Work	Implemented in 50% or more of district classrooms
Civics and Government	Implemented in 50% or more of district classrooms
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	Implemented in 50% or more of district classrooms
Environment and Ecology	Implemented in 50% or more of district classrooms
Family and Consumer Sciences	Implemented in 50% or more of district classrooms
Geography	Implemented in 50% or more of district classrooms
Health, Safety and Physical Education	Full Implementation
History	Full Implementation
Science and Technology and Engineering Education	Implemented in 50% or more of

	district classrooms
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→Second Grade	Full Implementation
English Language Proficiency	Full Implementation
Interpersonal Skills	Full Implementation
School Climate	Full Implementation

Further explanation for columns selected "

Elementary Education-Intermediate Level

Standards	Status
Arts and Humanities	Full Implementation
Career Education and Work	Implemented in 50% or more of district classrooms
Civics and Government	Implemented in 50% or more of district classrooms
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	Implemented in 50% or more of district classrooms
Environment and Ecology	Implemented in 50% or more of district classrooms

Family and Consumer Sciences	Implemented in 50% or more of district classrooms
Geography	Implemented in 50% or more of district classrooms
Health, Safety and Physical Education	Full Implementation
History	Implemented in 50% or more of district classrooms
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 "

This narrative is empty.

Middle Level

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

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

	district classrooms
Interpersonal Skills	Implemented in 50% or more of district classrooms
School Climate	Implemented in 50% or more of district classrooms
World Language	Implemented in 50% or more of district classrooms

Further explanation for columns selected "

This narrative is empty.

High School Level

Standards	Status
Arts and Humanities	Full Implementation
Career Education and Work	Implemented in 50% or more of district classrooms
Civics and Government	Implemented in 50% or more of district classrooms
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	Implemented in 50% or more of district classrooms
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 "

This narrative is empty.

Early Warning System

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

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

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

District's Professional Education Characteristics	EEP	E EI	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		
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		
Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.				
Instructs the leader in managing resources for effective results.				

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

Professional education is based upon the needs of students, as well as the needs of the teachers and administrators to ensure they are providing quality instruction for students.

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

New administrators will participate in NISL trainings during the 2019-2020 school year.

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:
11/9/2016 Act 126
The LEA plans to conduct the required training on approximately:
8/1/2021 Act 126

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:
8/21/2018
The LEA plans to conduct the training on approximately:
8/1/2023

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
Not Applicable for our school entity

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.

Building administrators meet to set goals for professional development for the district. Building level professional development are selected based upon district goals, student assessment data, and/or needs as reported by teachers.

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.

Mentor teachers are chosen and provide guidance and support to inductees. Mentor teachers work collaboratively with inductee and provide them guidance on various aspects

of district requirements as well as instructional practices.
 The mentors are provided a stipend.
 Director of Curriculum monitors all induction activities.

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 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

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

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

The Mentor and inductee is one of support and guidance, which is then monitored by the building level administrators.

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

Mentor teachers observe inductees twice a year and offer guidance and support.

Mentor Characteristics

Checked answers

- Potential mentors have similar certifications and assignments.
- Potential mentors must model continuous learning and reflection.
- Potential mentors must have knowledge of LEA policies, procedures and resources.
- Potential mentors must have demonstrated ability to work effectively with students and other adults.
- Potential mentors must be willing to accept additional responsibility.
- Mentors must complete mentor training or have previous related experience (e.g., purpose of induction program and role of mentor, communication and listening skills, coaching and conferencing skills, problem-solving skills and knowledge of adult learning and development).

Unchecked answers

- Pool of possible mentors is comprised of teachers with outstanding work performance.
- Mentors and inductees must have compatible schedules so that they can meet regularly.

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

Past practice as related to the collective bargaining agreement has dictated that the most senior teacher is awarded the mentor position.

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

The pool is limited to the teachers who meet the District Requirements

Induction Program Timeline

Topics	Aug-Sep	Oct-Nov	Dec-Jan	Feb-Mar	Apr-May	Jun-Jul
Code of Professional Practice and Conduct for Educators	X	X	X	X	X	
Assessments	X	X	X	X	X	
Best Instructional Practices	X	X	X	X	X	
Safe and Supportive Schools	X	X	X	X	X	
Standards	X	X	X	X	X	
Curriculum	X	X	X	X	X	
Instruction	X	X	X	X	X	

Accommodations and Adaptations for diverse learners	X	X	X	X	X	
Data informed decision making	X	X	X	X	X	
Materials and Resources for Instruction	X	X	X	X	X	

If necessary, provide further explanation.

Topics are discussed routinely throughout the year to ensure that the inductee is familiar with policies and procedure of the Belle Vernon Area School District.

Monitoring and Evaluating the Induction Program

Identify the procedures for monitoring and evaluating the Induction program.

The mentor needs to submit observations and logs to the Director of Curriculum at the close of the school year. The inductee needs to submit their e-portfolio to the mentor, building principal, and the Director of Curriculum at the end of the school year.

Recording Process

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

- Mentor documents his/her inductee's involvement in the program.
- A designated administrator receives, evaluates and archives all mentor records.
- School/LEA maintains accurate records of program completion and provide a certificate or statement of completion to each inductee who has completed the program.
- LEA administrator receives, tallies, and archives all LEA mentor records.
- Completion is verified by the LEA Chief Executive Officer on the Application for Level 2 Certification.

Unchecked answers

None.

Special Education

Special Education Students

Total students identified: **375**

Identification Method

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

The Pennsylvania Special Education Regulations §14.125 outline the criteria, derived from the federal IDEA regulations (§300.309), for the determination of a Specific Learning Disability (SLD). Four factors must be considered when identifying a student for special education under the category of SLD. An assessment of each of these components is required to ensure that the evaluation is comprehensive, as required by federal and state rules. An evaluation team must determine if the student meets the inclusionary criteria of the SLD definition and rule out exclusionary factors of this disability category. The first inclusionary factor requires school districts to determine whether the student does not achieve adequately for the child's age or meet State-approved grade level standards in eight areas of functioning (oral expression, listening comprehension, written expression, basic reading skill, reading fluency skill, reading comprehension, mathematics calculation, mathematics problem solving). The second inclusionary factor allows the district to choose from using the Response to Intervention or the ability-achievement discrepancy approaches. The Belle Vernon Area School District identifies students with SLD using the severe discrepancy between intellectual ability and achievement approach. The ability-achievement discrepancy approach is a process that examines whether a child exhibits a pattern of strengths and weaknesses, relative to intellectual ability as defined by a severe discrepancy between intellectual ability and achievement, or relative to age or grade. The third criterion for determining whether a student qualifies for special education under the SLD designation is that the evaluation team has determined that the findings are not primarily the result of a visual, hearing or orthopedic disability, intellectual disability, emotional disturbance, cultural factors, environmental or economic disadvantage, or limited English proficiency. The fourth inclusionary factor requires evaluation teams to determine whether academic inadequacies are the effect of a cumulative lack of instruction rather than SLD. A student must meet the criteria under each factor of the SLD definition in order to qualify as a student with Specific Learning Disability.

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>

The most recent Special Education Data Report indicates that the Belle Vernon Area School District met the State Performance Plan Target for Indicator 10, Disproportionate Representation by Disability Category. The Special Education Data Report indicates that the Belle Vernon Area School District was below the State Percent of Special Education Enrollment by Disability in the following areas: Autism, Other Health Impairment, and Speech and Language Impairment. The District was above the State Percent of Special

Education Enrollment by Disability in the following areas: Emotional Disturbance, Intellectual Disability and Specific Learning Disability.

Although the District is above the State Percent in Emotional Disturbance, Intellectual Disability and Specific Learning Disability, the District does not believe that it has over identified this population. This is due largely in part to the regions socio-economic culture that is prevalent in the Mid-Mon Valley. In addition the district receives numerous transient transfer students that are already identified through their previous districts as a student with a specific learning disability. When necessary, the district evaluates/reevaluates those students entering the district with existing IEP's. The increased numbers could also be the District's ability to meet these needs of students with disabilities in the Least Restrictive Environment as a result of the various inclusive practices workshops and trainings provided by the District over the past years. Additionally, the District is known to provide strong Emotional Support and Life Skills Support programing. District procedures for the identification, location, and evaluation of students with disabilities are reviewed on an ongoing basis to ensure compliance with all special education regulations and to ensure a Free and Appropriate Public Education (FAPE) is provided to students with disabilities who require special education and related services.

Non-Resident Students Oversight

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

The Belle Vernon Area School District currently hosts one group home facility that falls under Section 1306 of the Public School Code, and provides the educational services and programs for the student who resides within that facility. The Belle Vernon Area School District provides FAPE to all students with disabilities. Least Restrictive Environment is determined by the IEP team.

When the Belle Vernon Area School District is notified that a resident student is being educated by another school district under 1306, the District claims the student and provides the appropriate documentation of funds to support that student's education in the host district. When the District Enrollment Office is informed by the educating district or entity they notify the Principal and the Coordinator of Student Services. A District representative will attend the evaluation / reevaluation meeting and Individualized Education Program (IEP) meetings either in person or over the phone and provide input. The biggest barrier that limits the District's ability to meet its obligation under Section 1306 of the Public School Code is the extensive amounts of time the group agencies take in notifying the District of a new student. A high level of communication between agencies and the District minimizes the challenges involved with providing a free, appropriate, public education (FAPE) for students with disabilities who are determined to meet the criteria

under Section 1306. Another barrier is that parents do not understand the local district's responsibility to their child's education when they are being educated by another entity under this regulation. Despite any barriers, the district fully complies with the requirements of IDEA and Chapter 14 to meet its obligation under 1306.

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).

There are no prison facilities located within the Belle Vernon Area School District; however, the District fully complies with the requirements of IDEA and Chapter 14 regarding the identification, evaluation, placement and provision of special education services to all eligible school age individuals who have been incarcerated. When the District is aware that a student with a disability has been incarcerated, the LEA forwards the educational records including the most recent evaluation/reevaluation report, as well as the IEP to the facility to ensure an appropriate educational program is in place for that student. When the district receives Determination of Residence for Students in Facilities and Institutions (Form 4605) the district verifies the family's residence and signs and returns this form. This form is the passage for the contact with the institution and communication about the student's needs and educational programming.

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.

The least restrictive environment component of the Individuals with Disabilities Education Act (IDEA) establishes a preference for educating students with disabilities in general education setting with supplementary aids and services. IDEA mandates that students with disabilities receive their education, to the maximum extent appropriate, with nondisabled peers.

Belle Vernon Area School District works to minimize the impact of disabilities and to maximize opportunities for our students to participate in the regular education setting. The general education environment is the presumed placement for all students, and removal should only occur if important learning goals and adaptations cannot be achieved in the general education environment. The district begins by implementing interventions within the regular classroom setting. Differentiated instruction is offered within each of the classrooms for the students. The district also utilizes a co-teaching model.

Least Restrictive Environment is determined by the IEP team. The team approach in the MDE and IEP process is crucial. The Belle Vernon Area School District makes every effort to ensure that students are educated in the least restricted environment with supplementary aides and services (SAS). These SAS include: collaboration of the team working to support the student, instructional development and delivery that addresses the learners needs, adapting the physical environment, and services to support appropriate behavior and social interactions. Specific examples of SAS used are: time scheduled for team meetings, coteaching, paraeducator support, professional development for the use of assistive technology, modified curricular goals, multiple methods of assessment, test modification. alternate materials, assistive devices, instructional adaptations, research based supplementary materials, specific seating arrangements, structural aides, individualized desk and/or chair, social skills instruction, counseling supports, peer supports, individualized behavior support plans modification of expectations, cooperative learning strategies. The above is a list of examples and not an exhaustive list of SAS available to students. Currently, the district provides special education services within most student's home schools.

The district is replicating successful programs while utilizing evidence based models to sustain our special education classrooms which include Autistic Support, Life Skills Support, Emotional Support and Learning Support. The district utilizes site based training and consultation through PATTAN to implement ABA-focused training to our Autistic Support K-3 and Life Skills Support K-3 classrooms. Trainings provided by the Westmoreland County Intermediate Unit, PDE, and PaTTAN are also utilized to help support students with disabilities access the general education curriculum in the least restrictive environment.

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 Belle Vernon Area School District's policy on behavior supports meets state requirements for providing behavioral supports for students with disabilities throughout the district and those students in out-of-district placements. It includes that students will be educated in the least restrictive environment and students shall only be placed in settings other than the regular education environment when the severity of the student's disability is such that education in the regular education classroom with the use of appropriate supplementary aids and services the student cannot achieve satisfactorily. Crisis teams, comprised of administrators, special education teachers, regular education teachers, PCA's and instructional assistants, have been trained in Safety-Care Behavioral Safety Training. This program emphasizes verbal de-escalation strategies to safely manage confrontational, disruptive, or out-of-control individuals, even during their most violent moments. Safety-Care Behavioral Safety Training also introduces basic restraint training should the student become a danger to themselves or others. Restorative behavioral practices and implementation are employed. Educating students in specially appropriate behaviors is an integral part of the instructional delivery.

The Belle Vernon Area School District's rules, regulations, policies and procedures are stated in the Student Handbook at each building level. This handbook is sent home with students to review with their families. Families sign off on the handbook and show agreement with the procedures in place. Additionally, the District also employs a district wide Student Assistance Program in which staff are trained and supported through Southwestern Pennsylvania Humans Services (SPHS). Staff may refer any student who exhibits behaviors that may put the student at risk for developing negative behavior patterns. Through this program the parents of each referred student are contacted and offered guidance in ways to help their child. The district also employs a social worker to assist with positive behaviors.

The District does not have School-Based Behavioral Health Services.

Intensive Interagency/Ensuring FAPE/Hard to Place Students

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

The Belle Vernon Area School District has been able to appropriately educate and provide FAPE to all district students. Pursuant to the Individuals with Disabilities Education Act, 20 U.S.C. §1401, *et seq.*, and the litigation known as Cordero, the District will participate with

other child-serving agencies in developing a plan for providing intensive interagency coordination to students with disabilities that cannot be appropriately educated in a public educational setting. Within the Belle Vernon Area School District there is a continuum of services from itinerant through supplemental depending on the level of need.

The district will convene an IEP

meeting where the team will review the student's current educational program and determine if the student's needs are being met within the IEP. The team will then make any necessary changes and /or recommendations. If after exhausting all supplemental aids and services, the District suspects that a student requires a more restrictive educational environment than is available in the home school setting, the district contacts other local agencies including the Intermediate Unit and Privately Licensed Academic Facilities to see if either can provide necessary services to the student. Out of district placements may include Clairview School, Adelphoi Villiage- Hartford Heights, The Watson Institute, Pressley Ridge Day School, Tillotston (ACLD) School, and Western PA School for the Deaf. In the event that a placement cannot be secured and the student has been or will be at risk of waiting 30 days or more for an appropriate educational placement, the District will report the required information to the Pennsylvania Department of Education, updating the information monthly until the appropriate placement can be secured. Additionally, the District will report to the Pennsylvania Department of Education all students who are on Homebound Instruction or Instruction in the Home.

The Belle Vernon Area School District utilizes the Student Assistance Program (S.A.P.) throughout the district. This program helps students overcome barriers to learning so that they achieve, remain in school, and advance. A core team is a trained team of school personnel that meets regularly to identify and assist students and families in seeking appropriate help through S.A.P. The core team will also include a liaison, representing both the mental health and drug and alcohol systems.

The district will continue to assess the to expand Autistic Support programming to the secondary level.

The district will continue to review the needs of students who attend programs outside of the district to determine if they could be addressed within a district program.

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
Clairview	Special Education Centers	Life Skills Support - 1; Autistic Support - 1; Emotional Support - 1; Multiple Disability Support - 1	4
Pressley Ridge - Day School	Special Education Centers	Emotional Support - 1	1
Watson Institute	Approved Private Schools	Multi-Disability - 2	2
Western PA School for the Deaf	Approved Private Schools	Deaf-Hearing Impairment Support - 1	1
Tillotson School	Approved Private Schools	Autistic Support - 2	2

Special Education Program Profile

Program Position #2

Operator: Intermediate Unit

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	9 to 11	9	0.5
Locations:				
Rostraver Elementary School - DG	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 11	4	0.5
Locations:				
Rostraver Elementary School - DG	An Elementary 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: October 13, 2015

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Life Skills Support	5 to 9	4	0.9
Justification: Team members agree that the students in the program need this type and level of support within a life skills support program.				
Locations:				
Marion Elementary School - AP	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	5 to 8	1	0.1
Locations:				
Marion Elementary School - AP	An Elementary School Building	A building in which General Education programs are operated		

Program Position #4

Operator: Intermediate Unit

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	6 to 9	11	0.6
Locations:				
Marion Elementary School - MS	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	5 to 8	7	0.4
Locations:				
Marion Elementary School - MS	An Elementary School Building	A building in which General Education programs are operated		

Program Position #5

Operator: Intermediate Unit

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	5 to 8	6	0.7
Locations:				
Marion Elementary School - KP	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 8	2	0.3
Locations:				
Marion Elementary School - KP	An Elementary 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	9 to 11	6	0.6
Locations:				
Marion Elementary School - AK	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	9 to 11	4	0.4
Locations:				
Marion Elementary School - AK	An Elementary School Building	A building in which General Education programs are operated		

Program Position #7*Operator: Intermediate Unit***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 17	18	0.7
Locations:				
Belle Vernon Area High School - VM	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	14 to 17	3	0.3
Locations:				
Belle Vernon Area High School - VM	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
Full-Time Special Education Class	Life Skills Support	11 to 14	4	0.5
Locations:				
Belle Vernon Area Middle School - JO	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	11 to 13	3	0.5
Locations:				
Belle Vernon Area Middle School - JO	A Middle School Building	A building in which General Education programs are operated		

Program Position #9*Operator: Intermediate Unit*

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	11 to 14	6	0.5
Locations:				
Belle Vernon Area Middle School - JJ	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	11 to 14	8	0.5
Locations:				
Belle Vernon Area Middle School - JJ	A Middle 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	Learning Support	8 to 11	10	0.6
Locations:				
Marion Elementary School - PJK	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	8	0.4
Locations:				
Marion Elementary School - PJK	An Elementary School Building	A building in which General Education programs are operated		

Program Position #11 - Proposed Program*Operator: School District***PROPOSED PROGRAM INFORMATION***Type: Class**Implementation Date: August 28, 2017***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	9 to 11	2	0.5
Locations:				
Marion Elementary School - CT	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	9 to 11	2	0.4
Locations:				
Marion Elementary School - CT	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	Emotional Support	9 to 11	1	0.1
Locations:				
Marion Elementary School - CT	An Elementary School Building	A building in which General Education programs are operated		

Program Position #12 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: ClassandPosition

Implementation Date: October 13, 2015

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Life Skills Support	14 to 21	1	0.2
Justification: Team agreement that the student needs this level and type of support with life skills programming				
Locations:				
Belle Vernon Area School District - CP	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	14 to 21	7	0.8
Justification: Team agreements that the student needs this type and level of support with life skills programming				
Locations:				
Belle Vernon Area School District - CP	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
Full-Time Special Education Class	Life Skills Support	9 to 12	1	0.2
Locations:				
Marion Elementary School - LJ	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	9 to 12	7	0.8
Justification: Team agreements that the student is in need of this type and level of support within a life skills classroom setting				
Locations:				
Marion Elementary School - LJ	An Elementary School Building	A building in which General Education programs are operated		

Program Position #14 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Position*Implementation Date:* October 13, 2015**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Autistic Support	5 to 12	4	0.6
Justification: Team agreement that the student needs this type and level of support within an autistic support classroom setting				
Locations:				
Marion Elementary School - PG	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	Autistic Support	5 to 12	2	0.4
Justification: Team agreement that the student needs this type and level of support in an autistic support classroom setting				
Locations:				
Marion Elementary School - PG	An Elementary 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
Itinerant	Emotional Support	11 to 14	4	0.4
Locations:				
Belle Vernon Middle School - DC	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	11 to 14	8	0.6
Locations:				
Belle Vernon Area Middle School - DC	A Middle 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	Learning Support	11 to 14	1	0.4
Locations:				
Belle Vernon Area Middle School - SF	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	11 to 14	10	0.6
Locations:				
Belle Vernon Area Middle School - SF	A Middle School Building	A building in which General Education programs are operated		

Program Position #17*Operator: Intermediate Unit***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	15 to 18	15	0.6
Locations:				
Belle Vernon Area High School - SS	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	15 to 18	4	0.3
Locations:				
Belle Vernon Area High School - SS	A 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	Emotional Support	15 to 18	1	0.1
Locations:				
Belle Vernon Area High School - SS	A Junior/Senior High 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	15 to 18	18	0.75
Locations:				
Belle Vernon Area High School - JH	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	15 to 18	3	0.25
Locations:				
Belle Vernon Area High School - JH	A Senior High School Building	A building in which General Education programs are operated		

Program Position #19*Operator: Intermediate Unit***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	15 to 18	15	0.5
Locations:				
Belle Vernon Area School District - MBB	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	15 to 18	8	0.5
Locations:				
Belle Vernon Area High School - MBB	A Senior High School Building	A building in which General Education programs are operated		

Program Position #20 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: August 29, 2016

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	15 to 18	20	0.7
Locations:				
Belle Vernon Area High School - AP	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	15 to 18	3	0.3
Locations:				
Belle Vernon Area High School - AP	A Senior High School Building	A building in which General Education programs are operated		

Program Position #21 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: August 28, 2017

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	8 to 11	14	0.5
Locations:				
Rostraver Elementary School - LR	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	10	0.5
Locations:				
Rostraver Elementary School -	An Elementary	A building in which General		

LR	School Building	Education programs are operated		
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Program Position #22 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* ClassandPosition*Implementation Date:* January 17, 2018**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	5 to 8	6	0.5
Locations:				
Rostraver Elementary School - Unknown Teacher	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	5 to 8	10	0.5
Locations:				
Rostraver Elementary School-Unknown Teacher	An Elementary School Building	A building in which General Education programs are operated		

Program Position #23*Operator:* School District**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	5 to 11	10	1
Justification: This position is considered a speech and language position in which the therapists treat the students individually and in groups within age ranges.				
Locations:				
Marion Elementary School	An Elementary 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	Speech and Language Support	5 to 11	20	1
Justification: This position is considered a speech and language position in which the therapists treat the students individually and in groups within age ranges.				
Locations:				
Rostraver Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #25*Operator:* Intermediate Unit**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
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Itinerant	Deaf and Hearing Impaired Support	16 to 16	1	0.03
Locations:				
Belle Vernon Area High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #26 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: ClassandPosition

Implementation Date: August 29, 2016

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Blind or Visually Impaired Support	14 to 18	1	0.15
Locations:				
Belle Vernon Area High School	A Senior High School Building	A building in which General Education programs are operated		

Special Education Support Services

Support Service	Location	Teacher FTE
School Psychologist	Central Admin	1
Special Education Secretary	Central Admin	1
Access Billing Coordinator	Central Admin	1
Social Worker	Central Admin	1
Personal Care Assistant	Marion Elementary School	1
Classroom Aide	Belle Vernon Area Middle School	1
Classroom Aide	Marion Elementary School	1
Classroom Aide	Marion Elementary School	1
Classroom Assistant	Marion Elementary School	0.5
Classroom Assistant	Belle Vernon Area High School	1
Classroom Assistant	Marion Elementary School	0.5
Classroom Assistant	Marion Elementary School	0.5
Classroom Assistant	Marion Elementary School	0.5
Classroom Assistant	Marion Elementary School	0.5
Classroom Assistant	Marion Elementary School	0.5
Classroom Assistant	Marion Elementary School	0.5
Classroom Assistant	Marion Elementary School	0.5
Classroom Assistant	Marion Elementary School	0.5
Classroom Assistant	Marion Elementary School	0.5
Classroom Assistant	Belle Vernon Area High School	1

Special Education Contracted Services

Special Education Contracted Services	Operator	Amt of Time per Week
Special Education Director	Intermediate Unit	1 Days
Occupational Therapist	Outside Contractor	4 Days
Physical Therapist	Outside Contractor	3 Days
Personal Care Assistant	Outside Contractor	5 Days
Personal Care Assistant	Outside Contractor	5 Days
Personal Care Assistant	Outside Contractor	5 Days
Personal Care Assistant	Outside Contractor	5 Days
Personal Care Assistant	Outside Contractor	5 Days
Personal Care Assistant	Outside Contractor	5 Days
Personal Care Assistant	Outside Contractor	5 Days
Personal Care Assistant	Outside Contractor	5 Days
Personal Care Assistant	Outside Contractor	5 Days
Teacher of the Vision	Outside Contractor	4 Days
Teacher of the Deaf	Intermediate Unit	2 Days
Personal Care Assistant	Outside Contractor	5 Days
Personal Care Assistant	Outside Contractor	5 Days
Personal Care Assistant	Outside Contractor	5 Days
Personal Care Assistant	Outside Contractor	5 Days

Needs Assessment

Record School Patterns

Question:

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

What other information do you still need to assess?

Answer:

The district administrative team is concerned with Tier I instruction. After reviewing data it is evident that our current Tier I instruction needs to be strengthened to ensure that students are mastering content presented to them specifically in the area of reading and mathematics.

District Accomplishments

Accomplishment #1:

The district improved least restrictive environment practices across all schools, implementing programs that best meet the needs of all students.

Accomplishment #2:

The district has increased the number of STEM opportunities for students. At the high and middle school level, Project Lead the Way has been implemented. At the elementary levels, a STEM teacher and BCIT teacher were hired to provide instruction to all students in grades K-6.

Accomplishment #3:

The Belle Vernon Area High School has increased the amount of Dual Enrollment Courses available to all of its students, as well as Advanced Placement Courses.

Accomplishment #4:

The district has increased its efforts to support safe and secure schools. Some of these accomplishments include but are not limited to:

- * the hiring of two school resource officers.
- * the creation of emergency "to go" bags for each classroom in the district.

- * the installation of peep holes for solid doors, denotations of exterior doors from inside and outside, flagged classroom number door signs, denotation of hallways, and window tint for main entrances.
- * the purchase of the Mobile Emergency Response Plan (MERP) App with 20 licenses for administrators and security staff to be populated with district/building specific emergency information.

District Concerns

Concern #1:

The Belle Vernon Area School District continues to be concerned with the achievement and growth of students in the areas of reading and mathematics.

Concern #2:

Despite the district's implementation of School Attendance Improvement Conferences and consistent attendance protocols and procedures among buildings, the district has not experienced a significant decline in students being labeled as Habitually Truant.

Concern #3:

The Belle Vernon Area School District Administrators aspire to improve Tier I instructional practices in all classrooms.

Prioritized Systemic Challenges

Systemic Challenge #1 (*Guiding Question #2*) Establish a district system that fully ensures the consistent implementation of effective instructional practices across all classrooms in each school.

Aligned Concerns:

The Belle Vernon Area School District continues to be concerned with the achievement and growth of students in the areas of reading and mathematics.

The Belle Vernon Area School District Administrators aspire to improve Tier I instructional practices in all classrooms.

Systemic Challenge #2 (*Guiding Question #1*) Establish a district system that fully ensures consistent implementation of standards aligned curricula across all schools for all students.

Aligned Concerns:

The Belle Vernon Area School District continues to be concerned with the achievement and growth of students in the areas of reading and mathematics.

Systemic Challenge #3 (*Guiding Question #5*) Establish a district system that fully ensures barriers to student learning are addressed in order to increase student achievement and graduation rates.

Aligned Concerns:

Despite the district's implementation of School Attendance Improvement Conferences and consistent attendance protocols and procedures among buildings, the district has not experienced a significant decline in students being labeled as Habitually Truant.

District Level Plan

Action Plans

Goal #1: The district will increase students' ability to understand and analyze text by 5% as measured by overall student reading achievement on state testing by 2022.

Related Challenges:

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

Indicators of Effectiveness:

Type: Annual

Data Source: PSSA Reading, Keystone Literature

Specific Targets: Increase overall reading achievement by 5% on state testing by 2022.

Strategies:

Professional Development

Description:

Teachers will participate in professional development which will be focused on close reading. Close reading as defined by Dr. Nancy Boyles (2013) is: *"Close, analytic reading stresses examining meaning thoroughly and methodically, encouraging students to read and reread deliberately. Directing student attention on the text itself empowers students to understand central ideas and key supporting details. It also enables students to reflect on meanings of individual words and sentences: the order in which sentences unfold; and the development of ideas over the course of the text, which ultimately leads students to arrive at an understanding of the text as a whole."*

SAS Alignment: Instruction

Implementation Steps:

Professional Development K-2 Close Reading

Description:

Kindergarten through second grade teachers will participate in a Google class focused on close reading. Teachers will be participate in a book study. The book that will be utilized is *Reading, Writing and Rigor* by Nancy Boyles.

Teachers will work participate in the class at their own pace. Teachers will need to provide evidence of the instructional practices garnered from the professional development experience.

Start Date: 8/26/2019 **End Date:** 6/5/2020

Program Area(s): Professional Education

Supported Strategies:

- Professional Development

*Professional Development 3-8 Close Reading***Description:**

Third through eighth grade reading/language arts teachers will participate in professional development through a Google classroom centered around the book *Notice & Note Strategies for Close Reading* by Kylee Beers and Robert Probst.

Teachers will work participate in the class at their own pace. Teachers will need to provide evidence of the instructional practices garnered from the professional development experience.

Start Date: 8/26/2019 **End Date:** 6/5/2020

Program Area(s): Professional Education

Supported Strategies:

- Professional Development

Professional Development 3-6 Close Reading for Nonfiction

Description:

Third through sixth grade mathematics and science teachers will participate in professional development on close reading through a Google classroom centered around the book *Reading Nonfiction Notice & Note* by Kyleen Beers and Robert Probst.

Teachers will work participate in the class at their own pace. Teachers will need to provide evidence of the instructional practices garnered from the professional development experience.

Start Date: 8/26/2019 **End Date:** 6/5/2020

Program Area(s): Professional Education

Supported Strategies:

- Professional Development

Goal #2: The district will increase students' ability to read and understand constructed response questions and apply mathematical principles in constructed response questioning by 5% as measured by overall student math achievement on constructed response questions through state testing by 2022.

Related Challenges:

- Establish a district system that fully ensures consistent implementation of standards aligned curricula across all schools for all students.
- Establish a district system that fully ensures the consistent implementation of effective instructional practices across all classrooms in each school.

Indicators of Effectiveness:

Type: Annual

Data Source: PSSA and Keystone reporting data.

Specific Targets: Increase mathematics achievement on constructed response by 5% on state testing by 2022.

Type: Interim

Data Source: Common Assessments

Specific Targets: Performance data will be analyzed through data from Common Assessments for each unit.

Strategies:

Creating Aligned Assessments

Description:

The administration and professional teaching staff will collaborate to create assessments that have more of a focus on application of mathematical principles.

SAS Alignment: Assessment, Instruction

Implementation Steps:

Creating Aligned Assessments

Description:

The administration will create collaborative Professional Development dates to create common assessments for each unit that are comprised (50%) of Constructed Response Questioning.

Start Date: 8/26/2019 **End Date:** 6/5/2022

Program Area(s): Professional Education

Supported Strategies:

- Creating Aligned Assessments

Goal #3: Reduce habitually truant students by 3% in all buildings by 2022.

Related Challenges:

- Establish a district system that fully ensures barriers to student learning are addressed in order to increase student achievement and graduation rates.

Indicators of Effectiveness:

Type: Annual

Data Source: Student attendance records

Specific Targets: Decrease habitually truant students by 3% by 2022.

Strategies:

Tie activities/opportunities for grades 7-12 to unlawful attendance.

Description:

Incentive for students to attend school in order to receive passing grades in their courses.

* Students lose privileges for 30 calendar days at 7 Unexcused or Unlawful Absences. *Privileges include the following: Field Trips, Dances, Prom, Relay for Life, Assemblies, etc.*

* Students lose all privileges for the year at 10 Unexcused Absences or Unlawful Absences. *Privileges include the following: Field Trips, Dances, Prom, Relay for Life, Assemblies, etc.*

* Any student-athlete that accumulates 20 or more absences in a semester, will be ineligible for any extracurricular sport for 45 days from the last day of absence. NOTE: This policy applies from year to year.

* A Medical Note is required for the 11th Excused/Unexcused Absence and beyond.

SAS Alignment: None selected

Implementation Steps:

Update handbook

Description:

Update procedure in student handbook so that students with 10 or more unlawful absences cannot attend extracurricular activities, including prom.

Start Date: 8/26/2019 **End Date:** 6/5/2022

Program Area(s): Student Services

Supported Strategies:

- Tie activities/opportunities for grades 7-12 to unlawful attendance.

Enforcement Consistency

Description:

Building level administrators should communicate regularly to ensure consistent consequences for truancy/poor attendance.

Start Date: 8/26/2019 **End Date:** 6/5/2022

Program Area(s): Student Services

Supported Strategies:

- Tie activities/opportunities for grades 7-12 to unlawful attendance.

Appendix: Professional Development Implementation Step Details

LEA Goals Addressed: The district will increase students' ability to understand and analyze text by 5% as measured by overall student reading achievement on state testing by 2022. **Strategy #1: Professional Development**

Start	End	Title	Description		
8/26/2019	6/5/2020	Professional Development K-2 Close Reading	<p>Kindergarten through second grade teachers will participate in a Google class focused on close reading. Teachers will be participate in a book study. The book that will be utilized is <i>Reading, Writing and Rigor</i> by Nancy Boyles.</p> <p>Teachers will work participate in the class at their own pace. Teachers will need to provide evidence of the instructional practices garnered from the professional development experience.</p>		
		<p>Person Responsible Director of Curriculum</p>	<p>SH 15. 0</p> <p>S 10</p> <p>EP 25</p> <p>Provider Belle Vernon Area School District</p>	<p>Type School Entity</p>	<p>App. No</p>

Knowledge Teachers will gain various strategies to implement close reading in to their daily reading routines.

Supportive Research Jones, Chang, Heritage, & Tobiason (2014) stated: The goal of close reading is to enable students to deeply engage with challenging and high quality text. Eventually, through close reading, students will be able to read increasingly complex text independently, relying only on what the author provides in the text to support their comprehension and evaluation of the text.

Designed to Accomplish

For classroom teachers, school counselors and education specialists:	Enhances the educator’s content knowledge in the area of the educator’s certification or assignment. Increases the educator’s teaching skills based on research on effective practice, with attention given to interventions for struggling students.
For school and district administrators, and other educators seeking leadership roles:	Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania’s academic standards.

Training Format Online-Asynchronous

Participant Roles	Classroom teachers	Grade Levels	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5)
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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 Peer-to-peer lesson discussion	Evaluation Methods	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. Student PSSA data Classroom student assessment data
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LEA Goals Addressed:	The district will increase students' ability to understand and analyze text by 5% as measured by overall student reading achievement on state testing by 2022.	Strategy #1: Professional Development
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Start	End	Title	Description
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8/26/2019	6/5/2020	Professional Development 3-8 Close Reading	<p>Third through eighth grade reading/language arts teachers will participate in professional development through a Google classroom centered around the book <i>Notice & Note Strategies for Close Reading</i> by Kylene Beers and Robert Probst.</p> <p>Teachers will work participate in the class at their own pace. Teachers will need to provide evidence of the instructional practices garnered from the professional development experience.</p>					
			SH	S	EP	Provider	Type	App.
		Director of Curriculum	20. 0	20	24	BVA School District	School Entity	No

Teachers will gain various strategies to implement close reading into their daily reading routines.

Knowledge

Supportive Research

Jones, Chang, Heritage, & Tobiason (2014) stated: The goal of close reading is to enable students to deeply engage with challenging and high quality text. Eventually, through close reading, students will be able to read increasingly complex text independently, relying only on what the author provides in the text to support their comprehension and evaluation of the text.

Designed to Accomplish

For classroom teachers, school counselors and education specialists:

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

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

For school and district administrators, and other

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

educators seeking leadership roles:

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

Training Format	Online-Asynchronous		
Participant Roles	Classroom teachers	Grade Levels	Elementary - Intermediate (grades 2-5) Middle (grades 6-8)
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	Evaluation Methods	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. Student PSSA data

LEA Goals Addressed: The district will increase students' ability to understand and analyze text by 5% as measured by overall student reading achievement on state testing by 2022. **Strategy #1: Professional Development**

Start	End	Title	Description	Person Responsible	SH	S	EP	Provider	Type	App.
8/26/2019	6/5/2020	Professional Development 3-6 Close Reading for Nonfiction	Third through sixth grade mathematics and science teachers will participate in professional development on close reading through a Google classroom centered around the book <i>Reading Nonfiction Notice & Note</i> by Kyleen Beers and Robert Probst. Teachers will work participate in the class at their own pace. Teachers will need to provide evidence of the instructional practices garnered from the professional development experience.							

Director of Curriculum	20.0	20	24	Belle Vernon Area School District	School Entity	No
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Knowledge

Teachers will gain various strategies to implement close reading in to their daily reading routines.

Supportive Research

Jones, Chang, Heritage, & Tobiason (2014) stated: The goal of close reading is to enable students to deeply engage with challenging and high quality text. Eventually, through close reading, students will be able to read increasingly complex text independently, relying only on what the author provides in the text to support their comprehension and evaluation of the text.

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.

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

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

Training Format

Online-Asynchronous

Participant Roles

Classroom teachers

Grade Levels

Elementary - Intermediate (grades 2-5)
Middle (grades 6-8)

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

Evaluation Methods

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

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.

Affirmed by Lou Rood on 4/20/2018

Board President

Affirmed by John Wilkinson on 4/20/2018

Superintendent/Chief Executive Officer

Special Education Affirmations

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

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

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

Affirmed by Lou Rood on 4/20/2018

Board President

Affirmed by John Wilkinson on 4/20/2018

Superintendent/Chief Executive Officer