Mountain View SD

District Level Plan

07/01/2020 - 06/30/2023

District Profile

Demographics

11748 State Route 106
Kingsley, PA 18826-
570-434-8413
Superintendent: Karen Voigt
Director of Special Education: Stephanie Anuszewski

Planning Process

The district is a Phase I district with the last plan completed in 2012, which was a six-year plan. In 2019, planning started later in the year to accommodate two new administrators. All school district administrators automatically became part of the committee since there are only five, including the superintendent. There were notifications sent home and posts on the website advertising for persons interested in serving on the Comprehensive Planning Committee. Parent, business, and community representatives were added to make sure each school was represented. Two new student representatives were also chosen.

Meetings have been held monthly since May 2019. The first meeting served as a review of mission, shared vision, and goals. The committee reviewed each goal to determine progress. At the second meeting, the administration presented student data to the team. The team identified two additional areas for focus: parental involvement and maintenance of technology. The guiding questions (*Where are we now? Where do we want to be? How will we get there?*) were used to guide the process as well as the off-line planning guide. The committee established ground rules for discussions and interaction so that all members felt their contributions were heard and respected.

The Superintendent guided the district planning process. The agendas included current articles in education for discussion; review of mission, beliefs, and vision; an update of the identification of the district's strengths and concerns; information from committee members for sharing; data explanation and analysis from longitudinal PSSA results, district report card, and wellness; development of action plans to guide the implementation of the plan. At two of the meetings, guest speakers shared information and ideas. One speaker, Mrs. Fleming, was from Northern Tier Regional Planning. The other guest was the current president of the Mountain View Alumni Association; Mr. Taylor is very interested for the association to become more active in the district's activities.

The Board of Education received regular updates on the progress of the committee.

Mission Statement

A Community's Commitment to Excellence

The mission of the Mountain View School District is to provide our students with a safe, welcoming environment for developing skills to become committed contributors to their community.

District Guiding Beliefs:

1. Provide diverse learning opportunities to challenge and support all members of the school community.

2. Create a collaborative, safe school environment where all voices are heard, respected, and valued.

3. Empower ALL to explore and develop individual potential for future career opportunities and to discover a sense of purpose.

4. Build a strong community spirit through local and global partnerships.

Vision Statement

The Mountain View School District is comprised of a team of students, teachers, staff, parents, family, community, administration, and board members. We all stand together for the common goal - investment in our children's success.

The culture of the schools is one of pride, respect, caring, responsibility and engagement in the learning process. Faculty, staff, and students attend school because they feel valued, respected, safe, supported, and challenged. Students choose to do quality work, show pride in their work, practice leadership skills, and know they have many opportunities to be successful and enriched. They are actively engaged in diverse, meaningful learning. Our Mountain View graduates are college and career ready, prepared to be successful after high school.Teachers share ideas, analyze data to plan effective instruction, implement best practices, and above all, care about their students. Students thrive, not just survive.

Wed., April 24, 2019

I SEE A SCHOOL WHERE........

All students are college-career ready.

Learning is diversified.

When students graduate, they are prepared for adulthood.

Students are engaged in the learning process.

Students feel **safe** and **comfortable.**

Adults and students **smile**.

We are a **TEAM a**nd stand together for the common goal – our children.

Students are the priority.

Everyone has pride in his school.

Children feel **safe** and **supported.**

Students are prepared for life after the "View."

People in positions of authority are great role models.

People run to enter and linger to leave.

School spirit oozes, and support for other schools shine.

The school tells what it stands for without having to speak. **The culture is displayed.**

I SEE STUDENTS WHO...

Are motivated and love to learn.

Can't wait to walk into the building.

Have well-developed student skills (aware of resources know how to study, know how they learn).

Have well-developed post-secondary plans.

Have respect for one another, the teachers and administrators at the school.

Are proud of the district.

Are involved and care about their district.

Feel supported and respected for their uniqueness (strength, perseverance).

Recognize and see value in what they are doing (mindfulness).

Are driven to make the world a better place.

Take responsibility for their education.

Are not vulnerable or afraid to fail or succeed.

Take pride in their work, do their best work, and care for one another.

Enjoy life.

Work.

Are not negative (calling themselves stupid).

Have ownership and buy-in. What's next? They are vested.

Survive vs. Thrive

I SEE TEACHERS WHO….

Care about their students.

Share their knowledge but lead students to discover.

Care about their students' lives in school and outside of school.

Believe in the potential of every student.

Are respectful of their students.

Are all on the same page with one another and administration.

Utilize data to create lessons based upon student needs.

Show understanding of students and their families.

Evolve and adapt to students.

Q.T.I.P. – quit taking it personally

Support one another and are supported by administration and community.

Show their love of learning.

Have fun!

Go above and beyond the call of duty.

See the big picture of education.

Have good working relationships with parents.

Blend career conversation and actively participate in opening up Career Pathway opportunities for students.

Focus on real-life examples every day to show the purpose of the "why" behind the learning.

Partner with our students.

Follow plans and follow-through.

Know their students well enough to identify whether or not basic needs are being met and have the resources needed to those students in need.

Promote and encourage the development of soft skills.

I SEE PARENTS/GUARDIANS WHO.....

Believe they are sending their children to a safe place.

Participate in more school activities.

Work with their children to soar.

Work with the teachers and administration to help students succeed.

Are proactive.

Look at the school as a partner.

Value education.

Work with teachers and administrators to support the students.

Are involved and solution-oriented.

Take an active role in their child's education at home.

Step up to participate in school activities and feel comfortable providing feedback or input.

View the school and teachers as allies and not as a threat or problem.

Provide dedicated time each night "30-45" minutes for students to read and study without interruption or disturbing. Have a set bedtime and "ask" about their school day. Check parent portal and get 100% participation.

I SEE A COMMUNITY THAT...

Looks at the school as an investment in the next generation.

Contributes to the success of the district through involvement and dedication of resources.

Is proud of its school.

Supports staff and students in their endeavors.

Displays its pride in its school.

Sees itself as important.

Encourages students to remain connected to the school after graduation.

Cares what is happening in their district.

Encourages.

See the school as supplying the community with its workforce and leaders.

Helps to actively promote the vision and goals of the district in a collaborative way.

Speaks with pride of their district.

Lends its expertise to the schools.

Shows a balance of students going-out into the community and the community coming in.

Helps students gain real life experiences living in MVSD.

Has the possibility of a future online community.

Connects to parents through community.

We see value in local resources.

Has local businesses and work places that talk to the school district.

What is the Mountain View community? Maybe we are the town?

How can we ask comfortable questions?

How can we have a more unified approach?

Shared Values
We believe...

1. Everyone in the learning process - students, teachers, support staff, parents, community members, board members, administration - shows respect and is respected.

2. All students will learn in a safe, caring environment.

3. Learning is challenging, supported, meaningful and fun.

4. The schools prepare career/college-ready students for lifelong learning, community involvement, and leadership, while embracing 21st century resources and skills: technology, critical and creative thinking, communication, interpersonal and intrapersonal skills, problem solving, and collaboration.

5. Schools and communities should work together for what is best for students to create a culture of shared responsibility and trust.

6. Schools openly communicate within the school, between schools, and with the community.

7. The school is student-centered with effective instruction.

8. There is effective district leadership who are supportive of teachers, students, and families. They are role models.

9. A culture of school pride is evident in all stakeholders.

Educational Community

The Mountain View School District is located in rural Susquehanna County in northeastern Pennsylvania, halfway between Scranton, Pennsylvania, and Binghamton, New York. There are approximately 950 students enrolled in grades K-12 with two schools: one elementary (K-6) with twenty-three general education classrooms including full day kindergarten and one junior/senior high school (7-12). Our elementary has one pre-K Counts classroom. Head Start has been housed in the building for three years. All programs are included in school wide events. Approximately 40% of the students meet the requirements for free and reduced lunch. The graduation rate is at 93% with about 60% of our graduates continuing their education beyond high school. Covering about two hundred miles, the district has several industries: dairy farming, lumbering, bluestone quarries, and natural gas with the current exploration and drilling of the Marcellus Shale. With its mountains, lakes, and streams, the area affords good hunting, fishing, and recreational activities.

The district includes about 85 teachers, 20 paraprofessionals, one librarian, five counselors, two nurses, one psychologist, one occupational therapist, one speech therapist, and five administrators, including the superintendent. The average teacher experience is 14 years. Approximately 72% have Master's degrees or higher. Teachers receive ongoing professional development in many areas, including technology, literacy strategies, math, behavioral strategies, differentiated instruction, PA academic standards, school wide behavior systems, inquiry-based science, zones of regulation, health-related areas and assessment.

The district also offers its own online courses through NOLA, supported by IU#19, or VLN, our virtual academy. Students have the option of taking one course or a full schedule of classes. An online course may be taken for credit recovery, enrichment, scheduling conflict, or other reasons.

NEIU #19 serves as the predominant provider of professional development services. The district actively pursues grants to enhance opportunities for students. For example, our district implemented a PASMART grant to establish and implement a coding curriculum K-6, computer science courses including AP computer science, and expansion of our Project Lead the Way engineering courses grades 7-12. Previously, three teachers from our high school - one in biology, one in American history, and one in English - participated in Reading Apprenticeship training, implementation, and research. Currently, the district participates in the 21st Century Community Learning Grant directed towards students in grades 6, 7, and 8 to provide tutoring and enrichment to students after school. Teachers continue to expand STEM in the district with participation in summer programming in partnership with Goddard Space Center and Immaculata College.

Scranton Counseling and Tre-Hab provide counseling and educational services in both buildings. Scranton Counseling is available for individual, group, and family counseling, both during school hours and after hours. Tre-Hab works with the SAP team and provides drug & alcohol/ refusal skills education to students K-6. The LEA will also be using Integrative Counseling Services starting in the fall, 2020, to expand outreach counseling for our high school students.

The Mountain View School District has provided A.L.I.C.E. training for active shooter. Staff and students, as well as board members, have been receiving both classroom training and practical training in this area. Teachers also receive training in de-escalation strategies connected with TACT II training.

The elementary has a Title I target-assistance program with 3.75 teachers. These teachers have had diverse training in Reading Recovery, Wilson and Heggerty. Additionally, there are six special education teachers with two teachers trained in Wilson. This also includes one life skills classroom, one FOCUS classroom, and one autistic support classroom for 2020-2021. Eligible students receive gifted and ESL services. The MTSS process with intervention time promotes student success. There is an i-Ready lab for reading and math. Many classrooms are using a hybrid model where students are grouped for direct instruction, a cooperative learning group, and independent work, usually on the computer or ipad. Parents are encouraged to volunteer and help with Kidwriting as well as participate in PTO activities. The Volunteer Grandparent Organization also provides "grandmas" to help in the classrooms. PBIS provides weekly, monthly and marking period recognition. Students in grades 4-6 may participate in the intramural program, a play, Chimettes, chorus, band, Math Counts, and the Reading Competition. The United Way sponsors the Real Men Read program for kindergarten students as well as the Nurse's Pantry.

The junior-senior high school offers a variety of programs to meet the needs of all students. There are four AP classes with at least one in each core subject area. AP computer science will be added in 2020-2021. Students may take academic or honors courses in core subject areas. Students may also enroll in online courses through its NOLA program for credit recovery, enrichment, courses not available due to schedule conflicts, or other issues. Students may also elect to participate in the CTC program offered at the Susquehanna CTC at Elk Lake. The high school offers an autistic support classroom, a life skills classroom, and a FOCUS classroom for emotional support. Students have a wide array of extra-curricular activities from which to choose including student government, FBLA, SADD, Science Olympiad, Enviro-Thon, Scholastic Team, Pennsylvania Junior Academy of Science, district band/chorus, Computer Fair, Math Counts, and sports. The high school has established a TV studio to increase school communication and school spirit with the student body.

Shuttle buses offer after school transportation for extracurricular activities.

All classrooms have Internet access with a number of wireless hubs located throughout each building. Each elementary classroom and most high school classrooms have interactive white board technology. There are two computer labs in the elementary as well as Chromebook carts. Labs in the high school are located in the library, business classroom, and technology/graphics areas. There are portable Chromebook carts as well. Teachers with strong technology skills and specialists from NEIU #19 continue to keep the district current with integrating technology into classroom pedagogy. Almost all teachers at the high school use Google Classroom with a 1:1 initiative with Chromebooks in grades 9-12. For 2020-2021, 1:1 will also be implemented in grades 7 and 8.

Even though the district is rural, there are community resources. The county district attorney's office spearheaded the effort for us to obtain a full time SRO for our two schools in connection with a state

school safety grant. The Community Foundation funded a partnership with the Philadelphia Museum of Art for virtual field trips to explore areas of study such as art and American history. They have also funded Project Lead the Way, a nationally recognized engineering program, in the high school. PASR, Pennsylvania Association of School Retirees, supported an incentive program for schoolwide behavior at the elementary, a workshop for kindergarten students in understanding the needs of blind students, landscaping at the seventh grade level, elementary computer science activities, social skills project, and learning centers for fine motor skill development. Elk Mountain provides reduced fees for skiing. The local fire departments offer educational services during Fire Prevention Week. There is a community Veterans' Day program in each school every year for the students. The Susquehanna Farm Bureau helps to fund the Mobile Science Ag Lab, which offered science lessons to all elementary students for a week, as well as purchasing books for the library. The Harford Historical Society provided transportation for fifth grade students studying American history to visit the Orphan School to see artifacts and listen to the history of the local school. The district partners with VFW, Kiwanis, and Rotary. Students experience opera through a partnership with Tri-Cities Opera from Binghamton, New York. Cabot Oil & Gas sponsors a Mobile Learning Unit event for our fifth and sixth grade students. The Susquehanna County Historical Society, which includes the library, offers summer visits to our elementary during summer programs. United Way provides resources to our pre-K students each year. The Brooklyn Historical Society has donated a local history book to our library. Other local business, banks, restaurants, 4H Extensions, universities, and booster clubs also support the district and its student activities such as Read Across America in March. All community groups comment on the welcoming climate and polite students in our schools!

Planning Committee

Name	Role
Stephanie Anuszewski	Administrator : Professional Education Special Education
Mike Elia	Administrator : Professional Education
Christopher Lake	Administrator : Professional Education
Karen Voigt	Administrator : Professional Education
Christine Plonski-Sezer	Board Member
Sondra Stine	Board Member
Monica Miller	Business Representative : Professional Education
Kim Smith	Business Representative
Kathy Tuttle	Business Representative : Professional Education
Ashley Kilmer	Community Representative : Professional

	Education
Marybeth Langdon	Ed Specialist - Other : Professional Education
Sheri Ransom	Ed Specialist - Other : Special Education
Karen Zaums	Ed Specialist - Other : Professional Education
Allison Martino	Ed Specialist - School Counselor
Carole Rainey	Ed Specialist - School Counselor : Professional Education
Lisa Kozloski	Ed Specialist - School Psychologist
Tracy Bazil	Elementary School Teacher - Regular Education : Professional Education
Jackie Ferenczi	Elementary School Teacher - Regular Education
Andrea James	Elementary School Teacher - Regular Education : Professional Education
Andrea Sanders	Elementary School Teacher - Regular Education
Kristin Smith	Elementary School Teacher - Regular Education : Professional Education
Brandi Miller	Elementary School Teacher - Special Education : Professional Education
Katie Naegele	Elementary School Teacher - Special Education : Special Education
George Barbolish	High School Teacher - Regular Education
Susan Gesford	High School Teacher - Regular Education : Professional Education Special Education
Terri Kelsey	High School Teacher - Regular Education : Professional Education
Glen Mackey	High School Teacher - Regular Education
Charleene Martens	High School Teacher - Regular Education
Mason Stiver	High School Teacher - Regular Education : Professional Education
Alisha Hudak	High School Teacher - Special Education : Professional Education Special Education
Katie Beichler	Middle School Teacher - Regular Education : Professional Education
Corey Gesford	Parent : Professional Education
Christine Jones	Parent
Cathy Wilcox	Parent
Ryleigh Kilmer	Student
Riley Turner	Student

Core Foundations

Standards

Mapping and Alignment

Elementary Education-Primary Level

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

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

Career Education and Work standards are embedded within subject areas.
Everyday Math is being fully implemented in grades K-2.
Unit plans are being developed in all subject areas to accompany the curriculum framework.
Curriculum needs to be articulated in area of wellness/nutrition.

Elementary Education-Intermediate Level

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

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

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

Career Education and Work standards are embedded within subject areas.
Everyday Math is being fully implemented in grades 3-5.
Unit plans are being developed in all subject areas to accompany the curriculum framework.
Curriculum needs to be articulated in area of wellness/nutrition.

Middle Level

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

	Mapping	Alignment
American School Counselor Association for Students	Accomplished	Accomplished
English Language Proficiency	Accomplished	Accomplished
Interpersonal Skills	Accomplished	Accomplished
School Climate	Developing	Developing
World Language	Developing	Developing

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

Big Ideas is currently being implemented in grades 6, 7, and 8 math.
Project Lead the Way continues to be implemented in grades 7 and 8 with cross training of teachers occurring last summer 2019.
Unit plans are being developed in all subject areas to accompany the curriculum framework.

High School Level

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

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

The guidance department has completed the 339 Plan.
Project Lead the Way will offer its second engineering elective at the high school level.
Unit plans are being developed in all subject areas to accompany the curriculum framework.

Adaptations

Elementary Education-Primary Level

Checked answers
> *None.*

Unchecked answers
> *None.*

Elementary Education-Intermediate Level

Checked answers
> *None.*

Unchecked answers
> *None.*

Middle Level

Checked answers
> *None.*

Unchecked answers
> *None.*

High School Level

Checked answers
> *None.*

Unchecked answers
> *None.*

Explanation for any standards checked:
This narrative is empty.

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	Developing

are identified.	
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:

Curriculum frameworks are being developed according to the district curriculum revision cycle to meet the PA Core Standards. Unit plans are being developed and updated from the curriculum framework. Curriculum committees meet regularly to update and revise existing curriculum. Areas addressed include: elimination of duplication, gap analysis and alignment.

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

This narrative is empty.

Elementary Education-Intermediate Level

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

Processes used to ensure Accomplishment:

Curriculum frameworks are being developed according to the district curriculum revision cycle to meet the PA Core Standards. Unit plans are being developed and updated from the curriculum framework. Curriculum committees meet regularly to update and to revise existing curriculum. Areas addressed include: elimination of duplication, gap analysis and alignment.

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

This narrative is empty.

Middle Level

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

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

Processes used to ensure Accomplishment:

Curriculum frameworks are being developed according to the district curriculum revision cycle to meet the PA Core Standards. Unit plans are being developed and updated from the curriculum framework. Curriculum committees meet regularly to update and to revise existing curriculum. Areas addressed include: elimination of duplication, gap analysis and alignment.

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

This narrative is empty.

High School Level

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

Processes used to ensure Accomplishment:

High school curriculum frameworks are in place for most subject areas to meet the PA Core Standards with a focus on student success in career, college, and work. Unit plans are being developed and updated from the curriculum framework. Curriculum committees meet regularly to update and to revise existing curriculum. Areas addressed include: elimination of duplication, gap analysis and alignment.

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

This narrative is empty.

Modification and Accommodations

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

Planned instruction contains modifications and accommodations following those allowable on state assessments. For example, some students may need to have material read to them. Others may need extra time to complete work as long as they are working productively. Projects and cooperative groups allow for students to participate in instruction according to their ability. Differentiated instruction allows for every student to participate in the richness of core instruction. A student's IEP details what accommodations or modifications that student needs to be successful in the course.

Instruction

Instructional Strategies

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

Unchecked Answers
- Peer evaluation/coaching
- Instructional Coaching

Regular Lesson Plan Review

  Checked Answers
  - Administrators

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

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

While evaluations and observations have been routine in the district, the walkthrough process evolved several years ago and has been dormant the last several years. Previously, our administrators have been paired to do walkthroughs of each building and then building administrators completed walkthroughs on their own. A form is used where pre-determined areas as selected by faulty survey are observed. Results, by building, are reported back to the faculty. For example, observed areas during walkthroughs included student engagement, teacher engagement, posted objectives, student work displayed, use of technology, and level of questioning. Peter Hill's Principles of Learning and Their Implications is being used to focus priorities.

The district also has a board-approved differentiated supervision plan in place. Tenured

teachers may choose traditional, team-directed, or self-directed options. All tenured teachers must have a formal Danielson observation every three years. Non-tenured teachers receive a full Danielson observation each semester.

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

Administrators are currently working on a process to regularly review lesson plans. Teachers are required to use the lesson plan format provided in Sapphire, our Student Information System. A section on differentiation had been added as this is one of our two district foci. Teachers are still currently using this format.

Responsiveness to Student Needs

Elementary Education-Primary Level

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

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

Through the use of hybrid learning, teachers use the flexible grouping of students based on diagnostic data.

Elementary Education-Intermediate Level

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

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

Through the use of hybrid learning, teachers use the flexible grouping of students based on diagnostic data.

Middle Level

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

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

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.	Full Implementation
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.	Full Implementation

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

This narrative is empty.

Recruitment

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

The District continues to employ one reading specialist at grade 8 level to ensure all students experience success in development reading before high school. The District also

tries to utilize the co-teaching model as much as possible to pair a classroom teacher with a learning support teacher. In addition, students with IEP's may require small group instruction. These students are assigned to small classes with learning support teachers.

Assessments

Local Graduation Requirements

Course Completion	SY 23/24	SY 24/25	SY 25/26
Total Courses	26.00	26.00	26.00
English	4.00	4.00	4.00
Mathematics	3.00	3.00	3.00
Social Studies	4.00	4.00	4.00
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	4.00	4.00	4.00
Electives	4.00	4.00	4.00
Minimum % Grade Required for Credit (Numerical Answer)	70.00	70.00	70.00

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.

- Completion of an Advanced Placement exam or International Baccalaureate exam that includes academic content comparable to the appropriate Keystone Exam at a score established by the Secretary to be comparable to the proficient level on the appropriate Keystone Exam.

Unchecked answers

- Locally approved and administered assessments, which shall be independently and objectively validated once every 6 years. Local assessments may be designed to include a variety of assessment strategies listed in ? 4.52(c) and may include the use of one or more Keystone Exams. Except for replacement of individual test items that have a similar level of difficulty, a new validation is required for any material changes to the assessment. Validated local assessments must meet the following standards:

   I. Alignment with the following State academic standards: English Language Arts (Literature and Composition); Mathematics (Algebra I) and Environment and Ecology (Biology).

   II. Performance level expectations and descriptors that describe the level of performance required to achieve proficiency comparable to that used for the Keystone Exams.

   III. Administration of the local assessment to all students, as a requirement for graduation, except for those exempted by their individualized education program under subsection (g), regarding special education students, or gifted individualized education plan as provided in ? 16.32 (relating to GIEP).

   IV. Subject to appropriations provided by law, the cost to validate local assessments shall be evenly divided between the school district, AVTS or charter school, including a cyber-charter school, and the Department. If the Department does not provide sufficient funding to meet its share, local assessments submitted for validation shall be deemed valid until a new validation is due to the Department.

   V. The Department will establish a list of entities approved to perform independent validations of local assessments in consultation with the Local Assessment Validation Advisory Committee as provided in ? 4.52(f).

   VI. School boards shall only approve assessments that have been determined to meet the requirements of this subsection by an approved entity performing the independent validation. If a school district, AVTS or charter school, including a cyber-charter school, uses a local assessment that has not been independently validated, the Secretary will direct the school entity to discontinue its use until the local assessment is approved through independent validation by an approved entity.

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

Local Assessments

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

Methods and Measures

Summative Assessments

Summative Assessments	EEP	EEI	ML	HS
PSSA./Keystone		X	X	X
Projects		X	X	X
Graduation Project				
Final Exams				X

Benchmark Assessments

Benchmark Assessments	EEP	EEI	ML	HS
CDT		X	X	X
Study Island			X	
I-Ready - K-6	X	X	X	
IXL	X	X	X	X

Formative Assessments

Formative Assessments	EEP	EEI	ML	HS
Teacher-made assessments	X	X	X	X

Unit assessments from textbook	X	X	X	X

Diagnostic Assessments

Diagnostic Assessments	EEP	EEI	ML	HS
CDT - Classroom Diagnostic Tool		X	X	X
I-Ready - K-6	X	X	X	
IXL	X	X	X	X

Validation of Implemented Assessments

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

Provide brief explanation of your process for reviewing assessments.

At the high school level, each department has developed common final assessments. Departments meet to review assessments. At the elementary, each grade level meets to review common assessments. The building principals and director of curriculum review assessments periodically.

At the elementary, a common set of assessment results are reported on grade level grids. These assessment data are then used to formulate intervention groups. Data is reviewed and discussed at MTSS periodic meetings. MTSS meetings with grade level teachers also occurs in grades 7 and 8.

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 currently has no plans to have locally administered assessments validated every six years.

Collection and Dissemination

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

The district uses DIBELS data in grades K through 3 as a universal screener and then for progress monitoring and for the establishment of intervention groups. DIBELS is used for students in grades 4, 5, and 6 who are having difficulty with grade level instructional materials. The DAZE is used with students in grades 4, 5, and 6 as a comprehension measure. PSSA results in ELA and math are used as an additional data point to identify student academic needs.

All elementary math and reading students participate in i-Ready assessments. CDT's are also used for fourth grade science.

Our high school math department has received professional development in interpreting and using data from CDT assessments.

PSSA/Keystone data are shared with faculty early in the school year. Data examined include grade level results, subgroup results, historically underperforming group results, individual results, and trends. The district especially examines the advanced group. When the SPP scores are released, that set of data is also analyzed.

At the elementary, specific assessment data are collected: DIBELs, STAR reading, DAZE, i-Ready and IXL. These data points are placed on a grade level grid. This is used for grouping and MTSS meetings. The elementary had participated in the MTSS grant in writing with PaTTAN.

Administrators receive access to e-metric and PVAAS data. PVAAS, including Scatterplots are also reviewed.

When the district report becomes available, a report on assessment data is made to the board of education.

Data Informed Instruction

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

The assessments are used for flexible grouping in math in grades one through six and the development of intervention groups based on areas of highest need. In the intervention groups, students who are below proficiency in certain skills are grouped together so they may receive additional instruction in that area.

At the high school level, results from the Keystones and CDT's are used to establish remedial/refresher groups of students who are not yet proficient on one of the Keystone assessments. These students receive additional work in the subject area to help them be successful and proficient when they retake the Keystone in the Winter Wave sessions of the Keystone. Students currently in Keystone courses are recommended for additional support the second semester to help them be successful on the spring Keystones.

Assessment Data Uses

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

Provide brief explanation of the process for incorporating selected strategies.

At the elementary level, benchmark and diagnostic assessments are used to flexibly group students for reading/mathematics and to identify intervention groups in reading and math. Instructional strategies in reading may include small group work with guided questioning, chunking of material, use of highlighters, and "talking" to the text. Interactive work on interactive whiteboards provide extra practice and engagement. I-Ready has been successfully implemented in elementary grade levels.
High school grades 7-10 are using CDT's in mathematics to identify student areas of strengths and weaknesses. Teachers will use data to plan instruction to maximize student learning.
For 2020-2021, IXL will be used in all grade levels in math, ELA, science, social studies and Spanish.

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

All above strategies are being implemented at various stages.

Distribution of Summative Assessment Results

Distribution Methods	EEP	EEI	ML	HS
Course Planning Guides				
Directing Public to the PDE & other Test-related Websites	X	X	X	X
Individual Meetings		X	X	X
Letters to Parents/Guardians		X	X	X
Local Media Reports		X	X	X
Website	X	X	X	X

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

Provide brief explanation of the process for incorporating selected strategies.

Parents receive the preliminary PSSA/Keystone results as soon as the results become available. School calendars released in the beginning of the year contain the dates for testing for that school year to assist parents in planning. The Director of Curriculum presents district assessment results at a public board meeting when the results becomes available from the state. Parents receive the colored copies of PSSA/Keystone results as soon as they are delivered from the state. A link to the Future Ready PA Index is placed on the home page of the district website. Information related to assessments is also included in the student handbooks and updated each year. Student results are discussed on an individual basis as requested by parents. The local papers usually publish school information with all the area schools as well as information later in the school year about where local schools were in relation to the state average on PSSA testing.
As PSSA assessments approach, parents of students being assessed receive a letter and FAQ about the assessments. This information is also placed on the district website.

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

The district has been using a notification system through the Sapphire system for mass phone calls, emails and texts. This will be used prior to PSSA and Keystone assessment windows to remind parents about the schedule and the importance of the assessments. The district has no distinct newsletter. However, information does go home on the elementary menu on a weekly basis. Pertinent information is shared through the notification system and the district website.

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.

Mountain View School District continues to participate in the 21st Century Communities Learning Grant targeted at students in grades 6, 7, and 8. Students in these grades who are

basic on PSSA's or barely proficient will receive tutoring and enrichment in various subject areas to increase not only their proficiency but their interest in learning. We have been struggling with participation in grades 7 and 8. Participation in grade 6 remains strong. Teachers are encouraged to make the connections for students as to the relevance of the particular concept they are learning to the real world and its application.

Both schools are focusing on school wide behavior with PBIS at the elementary. PBIS focuses on schoolwide positive behavior with monthly blow-outs celebrating students who have demonstrated positive behaviors.

The Second Step curriculum through Committee for Children has been fully implemented and updated in grades K-6 while grades 7 and 8 are rekindling the program this year. Professional development occurred as an update this past August/September as well.

The district employs a full time transition coordinator who works with special education students grades 8-12. The goal is to include as many non-exceptional students as well.

Programs, Strategies and Actions

Programs, Strategies and Actions	EEP	EEI	ML	HS
Biennially Updated and Executed Memorandum of Understanding with Local Law Enforcement	X	X	X	X
School-wide Positive Behavioral Programs	X	X	X	X
Conflict Resolution or Dispute Management		X	X	
Peer Helper Programs		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 district does not currently have an alternative education program on the campus. Off-campus programs have counseling with their programs.

The elementary has a promise to SOAR, which has been updated with the restructuring of PBIS. The students recite it daily.

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.)

NEIU #19 places ads in local newspapers alerting the public to services in this area. Information is available to parents via the district website and parent-student handbooks.

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

Students are identified for gifted services using MTSS and teacher recommendation. Classroom data are used to determine enrichment groups which are provided during I-time. Progress is monitored during enrichment intervention time. Those students demonstrating a need for further enrichment are studied by the MTSS team. Formal and informal data are reviewed, including, but not limited to, classroom-based assessments, formative and summative assessment data, PSSA data, CDT data, and results of OLSAT testing. If the data reveal a need for additional data, a gifted screening will be conducted. The KBIT and rating scales are administered.

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

The screening results and other data are used to help determine if a need for specially designed instruction is likely. When that answer is yes, a permission to evaluate is issued to parents, and a full evaluation report is completed by the school psychologist and the multi-disciplinary team. If the student is found to be eligible for gifted services a GIEP is developed.

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.

Gifted services are available K-12. The district has a full time gifted facilitator who services both the elementary and high school. The district uses the P.E.A.K. (Providing Enrichment and Acceleration to Kids) model, which combines pull-out and in-class models for identified gifted students. Students are encouraged to participate in area competitions in math, reading, science, art, science, etc. At the high school level, students identified as gifted are encouraged to take advantage of online courses and dual enrollment as well as AP courses.

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				
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
Nutrition	X	X	X	X
Orientation/Transition	X	X	X	X
RTII/MTSS	X	X	X	
Wellness/Health Appraisal	X	X	X	X

Explanation of developmental services:

The high school is currently pursuing an opportunity to participate in an MTSS initiative at the secondary level.

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:

With the addition of Scranton Counseling services this year, both schools have extended their services to students, including home visits and after hour crisis service.

Consultation and Coordination Services

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

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

Explanation of consultation and coordination services:

The district does not have its own alternative education program. Students requiring alternative education are placed off-campus.

Communication of Educational Opportunities

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

Communication of Student Health Needs

Communication of Student Health Needs	EEP	EEI	ML	HS
Individual Meetings	X	X	X	X
Individual Screening Results	X	X	X	X
Letters to Parents/Guardians	X	X	X	X
Website	X	X	X	X
Meetings with Community, Families and Board of Directors	X	X	X	X

Newsletters	X	X	X	X
School Calendar				
Student Handbook	X	X	X	X

Frequency of Communication

Elementary Education - Primary Level

- More than once a month

Elementary Education - Intermediate Level

- More than once a month

Middle Level

- More than once a month

High School Level

- More than once a month

Collaboration for Interventions

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

Individuals providing interventions meet with classroom teachers as needed to communicate progress or through e-mail. If a student is not showing academic progress or demonstrating difficulties, the student is discussed at the next MTSS meeting at the elementary level. The counselors at the junior/senior high school level coordinate meetings with all teachers connected to a student if there is lack of progress or a concern. Parent meetings are also arranged as needed.
Our Sapphire system provides parents with 24/7 access to check grades, attendance and discipline in their personal, private, parent portal.

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

Mountain View School District has a Pre-K Counts program serving 16 students on a full time basis. The district has its own Head Start program in a district classroom down the hall from the pre-K Counts classroom and kindergarten classrooms.

At the high school level, students participate in the Youth Apprenticeship Program through Northern Tier. The special education department at the high school has been rapidly developing their transition program to allow students real world experiences through partnerships with business and organizations in the community.

Students in grades 6, 7, and 8 may participate in 21st Century Community of Learners after school program. There is after school tutoring offered twice a week to students in grades 4-12.

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.

Early intervention through NEIU#19 serves students in our district identified with disabilities. Contact is maintained to ensure a smooth transition for the student as she/he enters kindergarten. Students are included in the annual kindergarten registration process. They are invited for any planned move-up day or open house to orient the students.

The district operates one Pre-K Counts program. This is full time with a certified teacher with one full time paraprofessional. Students in the Pre-K Counts program participate fully in age-appropriate school events. The class uses many of the school facilities on a regular basis. Students entering kindergarten are thoroughly familiar with their learning environment.

Materials and Resources

Description of Materials and Resources

Elementary Education-Primary Level

Material and Resources Characteristics	Status
Aligned and supportive of academic standards, progresses level to level and demonstrates relationships among fundamental concepts and skills	Accomplished

A robust supply of high quality aligned instructional materials and resources available	Accomplished
Accessibility for students and teachers is effective and efficient	Accomplished
Differentiated and equitably allocated to accommodate diverse levels of student motivation, performance and educational needs	Accomplished

Provide explanation for processes used to ensure Accomplishment.

The district maintains a budget to ensure students have up-to-date materials to use in their studies. A cycle for textbook purchase ensures that each subject area is reviewed on a rotating basis for instructional materials needs. Materials are reviewed before ordering for alignment, ease of differentiation, cost effectiveness, and quality.

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

This narrative is empty.

Elementary Education-Intermediate Level

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

Provide explanation for processes used to ensure Accomplishment.

The district maintains a budget to ensure students have up-to-date materials to use in their studies. A cycle for textbook purchase ensures that each subject area is reviewed on a rotating basis for instructional materials needs. Materials are reviewed before ordering for alignment, ease of differentiation, cost effectiveness, and quality.

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

This narrative is empty.

Middle Level

Material and Resources Characteristics	Status
Aligned and supportive of academic standards, progresses level to level and demonstrates relationships among fundamental concepts and skills	Accomplished
A robust supply of high quality aligned instructional materials and resources available	Accomplished

Accessibility for students and teachers is effective and efficient	Accomplished
Differentiated and equitably allocated to accommodate diverse levels of student motivation, performance and educational needs	Accomplished

Provide explanation for processes used to ensure Accomplishment.

The district maintains a budget to ensure students have up-to-date materials to use in their studies. A cycle for textbook purchase ensures that each subject area is reviewed on a rotating basis for instructional materials needs. Materials are reviewed before ordering for alignment, ease of differentiation, cost effectiveness, and quality.

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

This narrative is empty.

High School Level

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

Provide explanation for processes used to ensure Accomplishment.

The district maintains a budget to ensure students have up-to-date materials to use in their studies. A cycle for textbook purchase ensures that each subject area is reviewed on a rotating basis for instructional materials needs. Materials are reviewed before ordering for alignment, ease of differentiation, cost effectiveness, and quality.

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

This narrative is empty.

SAS Incorporation

Elementary Education-Primary Level

Standards	Status
Arts and Humanities	Implemented in less than 50% of district classrooms

Career Education and Work	Implemented in less than 50% of district classrooms
Civics and Government	Implemented in less than 50% of district classrooms
PA Core Standards: English Language Arts	Implemented in less than 50% of district classrooms
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Implemented in less than 50% of district classrooms
PA Core Standards: Mathematics	Implemented in less than 50% of district classrooms
Economics	Implemented in less than 50% of district classrooms
Environment and Ecology	Implemented in less than 50% of district classrooms
Family and Consumer Sciences	Implemented in less than 50% of district classrooms
Geography	Implemented in less than 50% of district classrooms
Health, Safety and Physical Education	Implemented in less than 50% of district classrooms
History	Implemented in less than 50% of district classrooms
Science and Technology and Engineering Education	Implemented in less than 50% of district classrooms
Alternate Academic Content Standards for Math	Implemented in less than 50% of district

	classrooms
Alternate Academic Content Standards for Reading	Implemented in less than 50% of district classrooms
American School Counselor Association for Students	Implemented in less than 50% of district classrooms
Early Childhood Education: Infant-Toddler→Second Grade	Implemented in less than 50% of district classrooms
English Language Proficiency	Implemented in less than 50% of district classrooms
Interpersonal Skills	Implemented in less than 50% of district classrooms
School Climate	Implemented in less than 50% of district classrooms

Further explanation for columns selected "

As teachers implement PA Core Standards, their use of SAS is increasing. All of our teachers have used SAS to access standards, assessments, materials, and resources. It is not used by teachers on a consistent basis.

Elementary Education-Intermediate Level

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

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

	classrooms
Interpersonal Skills	Implemented in less than 50% of district classrooms
School Climate	Implemented in less than 50% of district classrooms

Further explanation for columns selected "

As curriculum is revised to include PA Core Standards, our teachers will be using SAS for materials and resources as a valuable tool.

Middle Level

Standards	Status
Arts and Humanities	Implemented in less than 50% of district classrooms
Career Education and Work	Implemented in less than 50% of district classrooms
Civics and Government	Implemented in less than 50% of district classrooms
PA Core Standards: English Language Arts	Implemented in less than 50% of district classrooms
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Implemented in less than 50% of district classrooms
PA Core Standards: Mathematics	Implemented in less than 50% of district classrooms
Economics	Implemented in less than 50% of district classrooms
Environment and Ecology	Implemented in less than 50% of district classrooms
Family and Consumer Sciences	Implemented in

	less than 50% of district classrooms
Geography	Implemented in less than 50% of district classrooms
Health, Safety and Physical Education	Implemented in less than 50% of district classrooms
History	Implemented in less than 50% of district classrooms
Science and Technology and Engineering Education	Implemented in less than 50% of district classrooms
Alternate Academic Content Standards for Math	Implemented in less than 50% of district classrooms
Alternate Academic Content Standards for Reading	Implemented in less than 50% of district classrooms
American School Counselor Association for Students	Implemented in less than 50% of district classrooms
English Language Proficiency	Implemented in less than 50% of district classrooms
Interpersonal Skills	Implemented in less than 50% of district classrooms
School Climate	Implemented in less than 50% of district classrooms
World Language	Implemented in less than 50% of district classrooms

Further explanation for columns selected "

As curriculum is revised to meet PA Core Standards, all of our teachers will be using SAS for materials and resources as a valuable tool.

High School Level

Standards	Status
Arts and Humanities	Implemented in less than 50% of district classrooms
Career Education and Work	Implemented in less than 50% of district classrooms
Civics and Government	Implemented in less than 50% of district classrooms
PA Core Standards: English Language Arts	Implemented in less than 50% of district classrooms
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Implemented in less than 50% of district classrooms
PA Core Standards: Mathematics	Implemented in less than 50% of district classrooms
Economics	Implemented in less than 50% of district classrooms
Environment and Ecology	Implemented in less than 50% of district classrooms
Family and Consumer Sciences	Implemented in less than 50% of district classrooms
Geography	Implemented in less than 50% of district classrooms
Health, Safety and Physical Education	Implemented in less than 50% of district classrooms
History	Implemented in

	less than 50% of district classrooms
Science and Technology and Engineering Education	Implemented in less than 50% of district classrooms
Alternate Academic Content Standards for Math	Implemented in less than 50% of district classrooms
Alternate Academic Content Standards for Reading	Implemented in less than 50% of district classrooms
American School Counselor Association for Students	Implemented in less than 50% of district classrooms
English Language Proficiency	Implemented in less than 50% of district classrooms
Interpersonal Skills	Implemented in less than 50% of district classrooms
School Climate	Implemented in less than 50% of district classrooms
World Language	Implemented in less than 50% of district classrooms

Further explanation for columns selected "

Some teachers feel that certain content areas are better developed and more useful in SAS than other areas. There are many online resources available which compete with SAS.

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.

Other

Comments:

Mountain View School District uses MTSS and PBIS data. Data is also easily collected from our SIS in attendance, behavior and courses.

Professional Education

Characteristics

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

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

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

Based on administrative observations and student achievement data, the administration makes recommendations to the professional education committee for topics or areas in which teachers need staff development to work towards district goals. Teachers also have input, through a needs assessment survey, as to what staff development they need to be more effective in the classroom. Parent surveys also inform staff development.

In the past, the district had committed to three i3 grant initiatives to improve student achievement: Inquiry-based Science through ASSET, Reading Recovery, and Reading Apprenticeship. Funding through these grants provides targeted staff development to improve teaching and learning. Title II funding also supplements staff development costs.

The district also participated in an MTSS Writing grant, targeting grade 3 students, operating through PaTTAN. The elementary and high school also participated in Formative Assessment Initiative with teachers from all core subject areas represented.

Both schools continue to work on School Climate with the IU. The district also wants to include professional development in trauma-informed schools.

Mountain View School District received a PA Smart Grant to establish computer science courses in the high school and coding in the elementary school.

Teachers have the opportunity to increase their skills in differentiated professional development in technology, which includes Google Classroom, software programs and hybrid learning.

With A.L.I.C.E. training, teachers practice strategies to keep themselves and students safe during any kind of active shooter situation. With TACT 2, teachers practice strategies in de-escalation.

Most professional development occurs during the first three days of school, during extended days throughout the school year, and on early student dismissals. A team of teachers may also attend targeted professional development at workshops through PaTTAN or the IU.

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

While the district addresses all these areas, there is continual work to identify effective intervention strategies and research-based instructional practices. Leaders also continually try to use time strategically and effectively to create a culture of teaching and learning.

Professional Development

Mountain View SD
Professional Development

Title:	School Climate - PBIS/ Trauma-informed Schools - District Implementation
Description	A core of teachers at the high school attended a session at IU #19 on

The information from this workshop offered a foundation upon which to build a high school program. The core of teachers are in the process of sharing with the rest of the faculty. The plan will continue to be developed over the next 3 years. The elementary continues to work on PBIS through the IU to fully implement Tiers I, II and III for all.

The district is undergoing a risk assessment by Center for Safe Schools. This report will inform the high school and elementary schools of the direction needed to improve school climate. Action plans can then be developed.

Person Responsible	Administration/ Core Teachers
Start Date:	8/26/2019
End Date:	6/10/2022
Proposed Cost/Funding:	

Start Year	End Year	Cost	Funding Source
2019	2023	5000.00	421 - NCLB - Title II, Part A - Includes Improving Teacher Quality, Eisenhower Professional Development, Class Size Reduction

Program Area(s):	Professional Education
Hours Per Session	2.0
# of Sessions:	3
# of Participants Per Session:	40
Provider:	IU #19
Provider Type:	School teams/ elementary PBIS committee. The elementary faculty will meet as needed to fully implement.
PDE Approved:	Yes
Knowledge Gain:	Teachers will become knowledgeable in strategies to improve school climate. Teachers will implement districtwide PBIS. Teachers will also receive professional development in trauma-informed schools.
Research & Best Practices Base:	The field of Social Emotional Learning has become increasingly important in the classroom. With so many students today experiencing anxiety and trauma, teachers and school districts need to address this basic need to maximize student learning.
For classroom teachers, school counselors and education specialists:	• Enhances the educator's content knowledge in the area of the educator's certification or assignment. • Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for

	struggling students. • Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making. • Empowers educators to work effectively with parents and community partners.
For school or LEA administrators, and other educators seeking leadership roles:	• Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards. • Provides leaders with the ability to access and use appropriate data to inform decision-making. • Empowers leaders to create a culture of teaching and learning, with an emphasis on learning. • Instructs the leader in managing resources for effective results.
Training Format:	• LEA Whole Group Presentation • Series of Workshops • School Whole Group Presentation • Professional Learning Communities • Offsite Conferences
Participant Roles:	• Classroom teachers • Principals / Asst. Principals • School counselors • New Staff • Other educational specialists • Related Service Personnel
Grade Levels:	• Elementary - Primary (preK - grade 1) • Elementary - Intermediate (grades 2-5)

	• Middle (grades 6-8) • High (grades 9-12)
Follow-up Activities:	• Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers • Creating lessons to meet varied student learning styles
Evaluation Methods:	• Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. • Participant survey

Mountain View SD
Professional Development

Title:	Career Exploration
Description	Teachers in K-12 will articulate career and college readiness activities in their curricula using state standards. The 339 plan and Naviance will also be used to identify and track evidences at each grade level.
Person Responsible	Building principals and Director of Curriculum, Counselors
Start Date:	9/3/2019
End Date:	6/3/2023
Proposed Cost/Funding:	

Start Year	End Year	Cost	Funding Source
2019	2022	10000.00	431 - NCLB - Title IV, Part A - Includes Safe and Drug Free Schools and Communities

Program Area(s):	Professional Education, Student Services, Educational Technology
Hours Per Session	2.0
# of Sessions:	3
# of Participants Per Session:	88
Provider:	Naviance, LEA counselors
Provider Type:	School Entity
PDE Approved:	Yes
Knowledge Gain:	Teachers will become knowledgeable in integrating career and college readiness standards in their core curricula.
Research & Best Practices Base:	Students need curricula that is relevant and transferable to work and college environment. Career exploration is also necessary for informed career/work choices.
For classroom teachers, school counselors and education specialists:	• Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students. • Empowers educators to work effectively with parents and community partners.
For school or LEA administrators, and other educators seeking leadership roles:	• Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for

	struggling students are aligned to each other as well as to Pennsylvania's academic standards. • Empowers leaders to create a culture of teaching and learning, with an emphasis on learning. • Instructs the leader in managing resources for effective results.
Training Format:	• Series of Workshops • School Whole Group Presentation
Participant Roles:	• Classroom teachers • Principals / Asst. Principals • School counselors • New Staff • Other educational specialists • Related Service Personnel
Grade Levels:	• Elementary - Primary (preK - grade 1) • Elementary - Intermediate (grades 2-5) • Middle (grades 6-8) • High (grades 9-12)
Follow-up Activities:	• Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers • Analysis of student work, with administrator and/or peers
Evaluation Methods:	• Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. • Review of participant lesson plans

Mountain View SD
Professional Development

Title:	Instructional Technology
Description	Teachers will continue to enhance their technological abilities in the use of Google Classroom, software programs and management systems, effective online strategies for effective instruction in the virtual classroom, and online tools.
Person Responsible	Teachers and IU staff
Start Date:	8/26/2019
End Date:	6/4/2021
Proposed Cost/Funding:	<table><tr><td>Start Year</td><td>End Year</td><td>Cost</td><td>Funding Source</td></tr><tr><td>2019</td><td>2023</td><td>36000.00</td><td>431 - NCLB - Title IV, Part A - Includes Safe and Drug Free Schools and Communities</td></tr></table>
Program Area(s):	Professional Education, Educational Technology
Hours Per Session	2.0
# of Sessions:	3
# of Participants Per Session:	88
Provider:	Distrit Teachers, IU #19 staff
Provider Type:	combination of district teachers and IU #19 staff
PDE Approved:	Yes
Knowledge Gain:	Teachers will increase their effectiveness in the online environment by learning strategies for teaching online, by increasing their knowledge of available tools, and by using available software/management systems to their fullest.
Research & Best Practices Base:	Effective use of the online environment can increase student engagement. Online learning lends itself to differentiation to meet the needs of all learners.
For classroom teachers, school counselors and education specialists:	• Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students. • Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making. • Empowers educators to work effectively with parents and

	community partners.
For school or LEA administrators, and other educators seeking leadership roles:	• Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards. • Provides leaders with the ability to access and use appropriate data to inform decision-making. • Empowers leaders to create a culture of teaching and learning, with an emphasis on learning. • Instructs the leader in managing resources for effective results.
Training Format:	• LEA Whole Group Presentation • Series of Workshops • School Whole Group Presentation • Online-Synchronous • Online-Asynchronous • Professional Learning Communities • Offsite Conferences
Participant Roles:	• Classroom teachers • Principals / Asst. Principals • School counselors • New Staff • Other educational specialists • Related Service Personnel
Grade Levels:	• Elementary - Primary (preK - grade 1) • Elementary - Intermediate (grades 2-5) • Middle (grades 6-8) • High (grades 9-12)

Follow-up Activities:	• Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers • Creating lessons to meet varied student learning styles • Peer-to-peer lesson discussion • Lesson modeling with mentoring
Evaluation Methods:	• Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. • Classroom student assessment data • Review of participant lesson plans

Educator Discipline Act 126, 71

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

Questions
The LEA has conducted the required training on:
8/25/2015 All educators trained. Two sessions - one a.m., one p.m. by IU 19
The LEA plans to conduct the required training on approximately:
8/25/2020 This would be our first update from 2015. Aug. 24, 25, or 26, 2020.

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:
10/9/2015 Teachers in grades 6 through 12 did online training through eduplanet 21.
The LEA plans to conduct the training on approximately:
6/30/2020 This would be our first update from 2015.

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

Questions
The LEA plans to conduct the training on approximately:
8/24/2020
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.
- Every Professional development initiative includes components that provide ongoing support to teachers regarding implementation.
- The LEA has an ongoing monitoring system in place (i.e. walkthroughs, classroom observations).
- Professional Education is evaluated to show its impact on teaching practices and student learning.

Unchecked answers

- An implementation evaluation is created, based upon specific expectations related to changes in teacher practice, which is used to validate the overall effectiveness of the professional development initiative.
- 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.

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

There are a number of ways that professional education is evaluated. At the end of a district-sponsored workshop, teachers respond to an evaluation form, which is reviewed by the Professional Education Coordinator and Director of Curriculum. Teachers attending workshops outside the district must submit a conference attendance report outlining the benefit of the workshop or conference for their teaching positions and how they will apply what they have learned to their own teaching and learning in the classroom. These reports are reviewed by administration and Board.

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

The district does not have formal process for evaluating the quality of providers before the service is delivered. Providers of professional development usually come as recommendations from teachers attending conferences or from presenters at the IU. Many presenters are curriculum specialists from NEIU#19 or our own teachers with expertise in a certain area like technology. Often, our professional development committee is used to screen providers.

While building administrators try to attend professional development sessions with their teachers, it is often difficult for them to be available in the session uninterrupted. The best results occur when professional development is held off-site. A goal can be set among administrators to be present during sessions.

Clear expectations in terms of teacher practice are not always clear. Through the district's use of the walkthrough, areas of teacher practice can be targeted and more fully developed. This is an area we are working to improve these next several years.

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.

New teachers are expected to review practices and procedures with mentors, accumulating forty hours of contact. The induction booklet contains current educational information and research, including SAS, 21st Century learning skills, and PA Code of Professional Practice & Conduct. Regular meetings with mentors and inductees are held. New teachers work as a team with their grade levels in the elementary building and by departments at the high school level. The use of the Danielson Teacher Effectiveness model provides teachers with clear, high standards for classroom instruction in the four domains.
Teachers who are assigned to a different building, subject area, or level are provided with 20 hours of mentoring to ensure a smooth transition.

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

The district continues to ensure that all new teachers know how to access, navigate, and utilize the tools provided by the state and by the district to maximize their effectiveness in the classroom.

Needs of Inductees

Checked answers

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

- Frequent observations of inductee instructional practice by supervisor to identify needs.

- Regular meetings with mentors or coaches to reflect upon instructional practice to identify needs.

- Classroom assessment data (Formative & Summative).

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

- 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

- Student PSSA data.
- Standardized student assessment data other than the PSSA.
- Review of inductee lesson plans.

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

Mentors observe inductees three times. There are at least four full induction meetings throughout the year, with more contact in the fall.
The inclusion of articles on current research including 21st Century learning skills in the booklets help ensure this material will be reviewed and discussed.

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

The review of PSSA and other data is accomplished through department meetings and faculty meetings. The principal and/or director of curriculum lead the data analysis. The principal reviews lesson plans as part of the observation process.

Mentor Characteristics

Checked answers

- Pool of possible mentors is comprised of teachers with outstanding work performance.
- Potential mentors have similar certifications and assignments.
- Potential mentors must model continuous learning and reflection.
- Potential mentors must have knowledge of LEA policies, procedures and resources.
- Potential mentors must have demonstrated ability to work effectively with students and other adults.
- Potential mentors must be willing to accept additional responsibility.

Unchecked answers

- Mentors must complete mentor training or have previous related experience (e.g., purpose of induction program and role of mentor, communication and listening skills, coaching and conferencing skills, problem-solving skills and knowledge of adult learning and development).
- Mentors and inductees must have compatible schedules so that they can meet regularly.

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

Mentors submit their requests to building administrators. The principal makes a recommendation to the Superintendent to fill the mentor position, which is a supplemental salary position. Mentors need tenure; they also should be from the same department and grade level, if possible.

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

The question of compatible schedules has never been an issue since the mentor and inductee must meet on their own time either outside of school or at lunch, etc. If an inductee wants to observe other teachers or a mentor is asked to observe his mentee, arrangements with the principal are made so the observations may take place.

While mentors may have a meeting for organizational purposes, exploration of a more in-depth training will be considered.

Induction Program Timeline

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

If necessary, provide further explanation.

While most topics provide for ongoing discussion, the code of professional practice and materials/resources are important topics so the inductee begins the school year successfully, knowledgeably, and confidently as possible.

Monitoring and Evaluating the Induction Program

Identify the procedures for monitoring and evaluating the Induction program.

The Board of Education appoints a teacher as coordinator. In recent years, a teacher in each building, elementary and high school, share the position. This ensures teachers in each building have their needs met. The Board also approves all mentors.
Each inductee must complete a booklet of activities with 40 hours of contact time with the mentor for successful completion. This booklet is reviewed upon completion or at the end of the year by the induction coordinator, the building principal, and the superintendent. Each inductee completes an evaluation of his experience in the induction program. Booklet is approved by the Superintendent. The Board of Education approves payment to the mentor. Every two years, the induction committee meets to review the booklet and requirements to ensure the material is up-to-date and relevant.

Recording Process

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

- Mentor documents his/her inductee's involvement in the program.

- School/LEA maintains accurate records of program completion and provide a certificate or statement of completion to each inductee who has completed the program.

- LEA administrator receives, tallies, and archives all LEA mentor records.

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

Unchecked answers

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

Special Education

Special Education Students

Total students identified: **163**

Identification Method

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

The Mountain View School District (MVSD) is currently utilizing the ability/achievement discrepancy model in identifying a student with a specific learning disability throughout the district. This method is utilized for the purpose of documenting statistically significant discrepancies between a student's predicted achievement levels in each respective area, based on his/her cognitive abilities and actual achievement levels as evidenced by performance on standardized academic achievement assessment. Additionally, MVSD utilizes a process that rules out a lack of exposure to appropriate/ research based instruction in the areas of math and reading instruction as the primary cause of academic performance deficits.

MVSD utilizes a Child Find / Referral process that begins prior to formal Kindergarten enrollment through a screening process. School-age identification begins with universal screenings combined with a Child Study referral process in grades K-12. All students referred to child study are considered to be at risk and an educational team prescribes a plan of intervention. The child study team consists of a school psychologist, guidance counselor(s), special education director, general education teacher(s), Title I teacher(s) (K-6), specialty teacher(s), parent(s) / guardians(s), student (if appropriate), and building

administrator. The educational team develops an individualized plan with educational accommodations to meet the needs of the student. Interventions are set, and data is collected through progress monitoring for a pre-determined length of time. If students are not successful in demonstrating adequate progress, a team referral may be made for a multi-disciplinary evaluation. An evaluation may consist of records review, parent / teacher(s)/ student input, norm-referenced tests of intelligence and achievement, related service evaluations (if required), and classroom observations. If significant weaknesses are identified in a particular area, the child is identified as a student with a specific learning disability and in need of specially designed instruction under IDEA.

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

In comparison to state enrollment data, Mountain View School District's enrollment reflects disproportionality in the categories of Intellectual Disabilities and Emotional Disturbance. The disproportionality can be explained by a number of factors. Families with previously identified students move into the Mountain View School District to access the supports and services offered. The area has a high incidence of transient workers who enroll their children while they are here. Outside agencies and physicians diagnose numerous students with Attention Deficit Hyperactivity Disorder and subsequently direct parents to request school services. Recently, the district has seen a noticeable increase in the amount of students who transition from Early Intervention with developmental delay. The district begins an evaluation process to assist these children to navigate and potentially to qualify for our school age program.
We will be reviewing the processes currently utilized to ensure that the students who can succeed with at-risk services are supported in that way. The MVSD utilizes a variety of behavioral support programs to assist its students to progress within the general curriculum. The MVSD has a SAP team as well as CSBBH in both buildings to provide additional supports and 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?

MVSD currently has no children's institution within its borders. The district does understand that under Section 1306 of the School Code, the host school district is required to allow nonresident students in children's institutions, including detention homes, drug and alcohol treatment centers and others, located within their borders, to attend the public schools of the host school district.

If any 1306 facilities come within our school boundaries, the MVSD would follow the same processes for our resident students. Once students enroll in our district we would request records from their previous educational institution.

We would meet as an IEP team including the parents to review and discuss the current IEP from the previous school. The team would determine the most appropriate services to meet the student's needs, make any necessary revisions to the existing IEP, and issue a NOREP to begin services. The practice of providing an education in the least restrictive environment would apply regardless if the student were a resident or 1306 student. The MVSD would answer the guiding questions in section VII part A of the IEP to ensure students are educated in the least restrictive environment.

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).

Currently, there are no facilities for incarcerated students located within our school district for which we would be responsible to ensure the location, identification, evaluation, and (when deemed eligible) provision of a free appropriate public education (FAPE). The district works with juvenile probation and the districts where facilities are located in order to ensure free and appropriate public education for our students. If any resident students were incarcerated, an LEA representative would attend meetings either in person or via telephone conference. The district does not have any incarcerated students at this time.

In the event the district were required to provide incarcerated student oversight, MVSD would collaborate with the facility to review inmate rosters, request and review school records, help provide screenings, and when appropriate conduct an evaluation per Chapter 14 and IDEA requirements.

Least Restrictive Environment

1. Describe the District procedures, which ensure that, to the maximum extent appropriate, children with disabilities, including those in private institutions, are educated with non-disabled children, and that removal from the regular education environment only occurs when education in that setting with supplementary aids and services, cannot be achieved satisfactorily.
2. Describe how the District is replicating successful programs, evidence-based models, and other PDE sponsored initiatives to enhance or expand the continuum of supports/services and education placement options available within the District to support students with disabilities access the general education curriculum in the least restrictive environment (LRE). (Provide information describing the manner in which the District utilizes site-based training, consultation and technical assistance opportunities available through PDE/PaTTAN, or other public or private agencies.)
3. Refer to and discuss the SPP targets and the district's percentages in the Indicator 5 section - Educational Environments. Also discuss the number of students placed out of the district and how those placements were determined to assure that LRE requirements are met.

1. The Mountain View School District (MVSD) is committed to ensuring that to the maximum extent appropriate, all students identified as exceptional under IDEA are educated with their non-disabled peers in the least restrictive environment (LRE) with the use of supplemental aids and services to allow for them to be successful. MVSD provides a cadre of services to encourage and promote the Least Restrictive Environment (LRE) to all students. Students who qualify for and are in need of specially designed instruction under IDEA, begin in the least restrictive environment with the use of supplementary aids and services and may move into a more restrictive environment / placement if deemed appropriate and necessary by the student's IEP team based on data review and student performance. Identification for services under Chapter 14 begin with the Child Study Referral system. MVSD utilizes the child study referral procedure in all buildings - elementary (K-6) and high (7-12+) and includes the input of parents / guardians, student, guidance counselors, Director of Special Services, general education teacher(s), specialty teacher(s), related service providers, Title I providers, building nurse, building administrators, and if necessary, representatives from outside agencies.

Prior to an identified student being placed in an out-of-district educational placement, the student's Individualized Education Program (IEP) team will convene. All members of the student's IEP team will be invited to participate to assist in determining the appropriate placement of a student who has not demonstrated success in his/her current educational placement. All relevant data will be discussed / reviewed / revised / analyzed as needed. This data may include and will not be limited to: educational progress monitoring; behavioral data collection sheets; disciplinary records; attendance; work samples; previous and current grades; team input; etc. If additional data is needed to assist in determining an appropriate educational placement, a *Permission to Re-evaluate Consent Form / Prior*

Written Notice (PTR/PWN) will be issued and the evaluation process will be followed and concluded in a reevaluation. If additional data is not warranted, a reevaluation will be conducted upon record review and team input.

An alternative educational placement will not be determined until parents / guardians have the opportunity to visit proposed placement(s) and to meet with appropriate faculty / staff. Upon parent / guardian agreement, the student's educational team will convene to prepare / discuss a smooth transition.

MVSD maintains close contact with all out-of-district placements in order to monitor the progress of all district sponsored students. A MVSD representative participates, either in person or via phone conference, with IEP meetings to which he/she is invited as well as other team meeting as needed. The MVSD also participates in an appropriate transition plan to ensure a successful transition when the student either returns to his/her home district or is in need of a more restrictive educational environment.

MVSD considers a wide range of supplementary aids and services in the general education classroom such as instructional arrangement that supports collaboration (e.g. co-teaching and paraprofessional support). Testing modification as are provided; methods of presentation are changed to meet the needs of students within the classroom. Research-based supplementary materials are provided as well as instructional adaptations, such as pre-teaching, repeating directions, example and non-examples.

2. The Special Services Department of the MVSD maintains a close relationship with the Superintendent, building Principals, related service providers, and outside agencies to ensure that the students of MVSD receive a full continuum of supports / services within the LRE. The MVSD effectively utilizes research-based programs within the core areas of Reading, Mathematics, and English Language Arts. Evidence-based programming and teaching strategies are utilized in aligning curriculum to the Common Core Standards within both buildings.

MVSD has worked closely with PaTTAN, our local intermediate unit (NEIU 19), neighboring school districts, and a variety of outside agencies to provide training, consultation, and technical assistance to faculty, staff, and administrators. Members of MVSD's faculty / staff have received training in a variety of programs / services, including - Dynamic Indicators of Basic Early Literacy Skills (DIBELS), Response to Intervention and Instruction (RtII), Multi-tiered Support Services (MTSS), TACT 2 (De escalation and Nonviolent Crisis Prevention), School-wide Positive Behavior Support (SWPBS), Truancy elimination, Student Assistance

Program (SAP), AIMSweb (Progress Monitoring tool), Differentiated Instruction (DI), disability specific trainings, ALICE and co-teaching, amongst others.

3. MVSD has continued to work toward implementation and improvement of the twenty (20) indicators outlined in the Pennsylvania State Performance Plan (PSPP). Indicator 5 (Least Restricted Environment - LRE) has been an ongoing focus of concern with the emphasis on developing a cadre of programming within MVSD to meet the diverse educational / behavioral needs of all students. MVSD does actively participate with the local intermediate unit (NEIU 19) and neighboring school districts in maintaining and developing additional programming for students. By continuously striving to incorporate the twenty (20) indicators outlined in the PSPP, MVSD continuously strives to meet the educational / behavioral / vocational needs of its students in the Least Restrictive Environment (LRE).

The Individuals with Disabilities Education Improvement Act of 2004 (IDEA) requires every state to develop a State Performance Plan (SPP). The SPP describes how states are improving educational outcomes for students with disabilities and complying with the IDEA. Pennsylvania places an emphasis on LRE (least restrictive environment) for the education of all students. The overarching target is for students to be inside general education classes for 80% or more of the day. The district is currently at an average of 55.6% with a target of 63.6%. MVSD plans on incorporating an increase of supplemental aids and services along with the continuation of teacher development in the area of co-teaching to effect this percentages in a positive manner. By incorporating co-planning and professional learning communities, the success of the co-teaching environment should increase. These strategies would also affect the following percentages in a positive manner; inside general education less than 40%. The district is currently at 13.2 % with a future target of 8.3%.

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.

In order to support student behavioral needs, the district implements multi-tiered initiatives. To facilitate the development of prosocial behavior, a variety of strategies are

employed. Students who demonstrate a need beyond universal behavioral supports along with specific behavioral interventions may be referred for a multidisciplinary evaluation to determine the need for special education support.

School Wide Positive Behavioral Supports

Mountain View Elementary School is very active in the use of Positive Behavioral Intervention & Supports (PBIS) which a is a school-wide system that includes proactive strategies for defining, teaching, and supporting appropriate student behaviors to create a positive school environment. Emphasis is placed on teaching and reinforcing important social and behavioral skills. The district uses positive behavior support to link the application of research-validated practices to the environments in which teaching and learning occurs.

Bullying Prevention

The Jr/Sr High School incorporates a newly formed PBIS program which is a comprehensive "evidence-based" approach with a focus on long-term change that creates a safe and positive school climate. The program's goals are to reduce and prevent bullying problems among students and to improve peer relations at school. This program is in accordance with the NEIU 19. The program has been found to reduce bullying among students and improve the social climate of classrooms.

School Based Behavioral Health

Three school counselors, one school psychologist, and two at risk counselors offer support to individuals and small groups of students who are in need of specific supports. Additionally, Scranton Counseling also provides mental health therapy within the classroom for students who have been medically referred for partial hospitalization services.

Crisis Prevention Training

Within the district, three individuals have been trained to provide staff with professional development opportunities in de- escalation strategies through the use of TACT 2. The trainers have begun training teams within the district. These trainings will continue throughout the remainder of the current plan. Trainings will be provided within the time span of this plan to the emotional support teachers, school psychologist, school counselors, paraprofessionals, and other identified staff on meeting the emotional, social, and behavioral needs of students in the classroom.

Positive Behavior Support Plans

To best support students, the MVSD uses the guidelines in accord with Pennsylvania Chapter 14 regulatory requirements to establish direction for formulating behavior support plans for eligible students with disabilities The Individualized Education Program (IEP) of each student who exhibits behaviors which interfere with his/her ability to learn or with the learning of others includes provisions for positive behavior support. The process begins with a Functional Behavioral Assessment (FBA) which is a process of gathering information

to understand the function (purpose) of behavior in order to write an effective Positive Behavior Support Plan. Decisions for behavior supports are made based upon analyses of the data in the FBA.

Behavior supports and techniques used with students with disabilities are varied and individually designed to promote the development of skills that will enable students to receive a free and appropriate public education (FAPE). Behavior support plans include a variety of techniques to develop and maintain skills that will enhance opportunities for learning and self-fulfillment. The methods of intervention chosen for a particular student are the least intrusive necessary. District personnel work collaboratively and with parents/guardians to provide appropriate behavioral supports.

According to the District policy on behavior support: "The Board directs that the district's behavior support programs shall be based on positive rather than negative behavior techniques to ensure that students shall be free from demeaning treatment and unreasonable use of restraints or other aversive techniques. The use of restraints shall be considered a measure of last resort and shall only be used after other less restrictive measures, including de-escalation techniques. Behavior support programs and plans shall be based on a functional behavioral assessment and shall include a variety of research-based techniques to develop and maintain skills that will enhance students' opportunity for learning and self-fulfillment."

Intensive Interagency/Ensuring FAPE/Hard to Place Students

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

1. Should Mountain View School District encounter difficulty in ensuring Free Appropriate Public Education (FAPE) for an individual student, the district would utilize the interagency process of collaborative consultation with our local intermediate unit (NEIU 19), community agencies, and parents/guardians to address programming concerns of students within the Least Restrictive Environment (LRE). MVSD requests the assistance of the Local Interagency Coordinator through NEIU 19 to assist in planning / organizing interagency meetings for district students. The district will also request the assistance of the County Child and Adolescent Service System Program (CAASP) Coordinator when there is increased

difficulty in locating appropriate programming to a student in the LRE.

Meeting participants include, but are not limited to, members of the student's educational team members - including Director of Special Services, appropriate school psychologist, case manager, general education teacher(s), related service providers, parent / guardian, student - if appropriate, building administrator, as well as outside agencies. The Interagency (IA) meeting allows the district to utilize a continuum of programs and services while eliminating various barriers to the educational process.

2. MVSD has utilized the IA process to locate programming within neighboring districts, including school-based and center-based partial hospitalization programming. The Local Interagency Coordinator has provided assistance and guidance in organizing the IA meetings by acting as the point of contact and by managing the meeting in an efficient and effective manner. Results of the IA have included, but are not limited to, the development of hybrid programming, program development, and program location.

3. MVSD is in the process of exploring the possibility of programming expansion in regards to providing a continuum of services within the district and / or by working collaboratively with neighboring school district in developing consortium programming. Due to the unique location of MVSD, students have benefitted from programming / services across multiple intermediate units.

Assurances

Safe and Supportive Schools Assurances

No policies or procedures have been identified.

Special Education Assurances

No policies or procedures have been identified.

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
NEIU 19 Learning Center	Special Education Centers	Emotional Support and autistic support	7
Scranton School for the Deaf	Approved Private Schools	Deaf and Hard of Hearing Support	1
Faith Mountain Christian Academy	Other	Speech	1
Elk Lake Elementary School	Neighboring School Districts	Multiple Disabilities Support	1
Elk Lake High School	Neighboring School Districts	Life Skills Support	1
New Story	Other	autistic support	1
PA treatment and healing	Other	emotional support	2

Special Education Program Profile

Program Position #1

>*Operator:* School District
>
>**PROGRAM DETAILS**
>
>>*Type:* Position
>>*Implementation Date:* August 29, 2017
>>*Reason for the proposed change:* Student population changed.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	8 to 11	6	0.3
Locations:				
Mountain View Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Life Skills Support	8 to 11	1	0.7
Locations:				
Mountain View Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #2

    Operator: School District
    PROGRAM DETAILS
        Type: Position
        Implementation Date: August 29, 2017
        Reason for the proposed change: Student population changed.
    PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	8 to 8	1	0.15
Locations:				
Mountain View Elementary	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	8 to 11	6	0.3
Locations:				
Mountain View Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Emotional Support	7 to 8	1	0.55
Locations:				
Mountain View Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #3

    Operator: School District
    PROGRAM DETAILS
        Type: Position
        Implementation Date: August 29, 2017
        Reason for the proposed change: Update due to new students in these programs.
    PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	12 to 15	6	0.3
Locations:				
Mountain View Junior Senior High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Emotional Support	12 to 15	2	0.7
Locations:				
Mountain View Jr./Sr. High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Program Position #4

Operator: School District

PROGRAM DETAILS

Type: Position

Implementation Date: August 29, 2017

Reason for the proposed change: Itinerant students have graduated, eliminating that section.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Life Skills Support	12 to 18	2	0.7
Justification: Older students participate in work program.				
Locations:				
Mountain View Junior Senior High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	12 to 18	4	0.3
Justification: Older students are out in the community for transition activities				
Locations:				
Mountain View Jr/Sr High	A Junior/Senior High School Building	A building in which General Education programs are operated		

Program Position #5

Operator: School District

PROGRAM DETAILS

Type: Position

Implementation Date: August 29, 2017

Reason for the proposed change: A full-time student graduated.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Autistic Support	15 to 15	1	0.6

Locations:				
Mountain View Junior Senior High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Autistic Support	14 to 15	2	0.2
Locations:				
Mountain View Jr/Sr High	A Junior/Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Autistic Support	14 to 16	2	0.2
Locations:				
Mountain View Jr./Sr. High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Program Position #6

Operator: School District

PROGRAM DETAILS

Type: Position

Implementation Date: August 29, 2017

Reason for the proposed change: Student population changed.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	16 to 19	1	0.1
Locations:				
Mountain View Jr/Sr High	A Junior/Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	15 to 18	6	0.3
Locations:				
Mountain View Jr./Sr. High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Emotional Support	17 to 19	2	0.6
Locations:				
Mountain View Jr./Sr. High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Program Position #7

Operator: School District

PROGRAM DETAILS

Type: Position

Implementation Date: March 10, 2015

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	12 to 15	8	0.3
Locations:				
Mountain View Jr/Sr High	A Junior/Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	12 to 15	1	0.7
Locations:				
Mountain View Jr/Sr High	A Junior/Senior High School Building	A building in which General Education programs are operated		

Program Position #8

Operator: School District

PROGRAM DETAILS

Type: Position

Implementation Date: August 29, 2017

Reason for the proposed change: Teacher assignment was changed.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	13 to 15	10	1
Locations:				
Mountain View Jr/Sr High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Program Position #9

Operator: School District

PROGRAM DETAILS

Type: Position

Implementation Date: March 12, 2015

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 16	8	0.3
Locations:				
Mountain View Jr/Sr High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 16	2	0.7
Locations:				
Mountain View Jr/Sr High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Program Position #10

Operator: School District

PROGRAM DETAILS

Type: Position

Implementation Date: August 29, 2017

Reason for the proposed change: Student population changed.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	15 to 17	9	0.3
Locations:				
Mountain View Jr/Sr High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	15 to 17	1	0.7
Locations:				
Mountain View Jr/Sr High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Program Position #11

Operator: School District

PROGRAM DETAILS

Type: Position

Implementation Date: August 29, 2017

Reason for the proposed change: Student population changed.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	16 to 19	3	0.3
Locations:				
Mountain View Jr/Sr High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	16 to 19	9	0.7
Locations:				
Mountain View Jr/Sr High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Program Position #12

Operator: School District

PROGRAM DETAILS

Type: Position

Implementation Date: August 29, 2017

Reason for the proposed change: Student population changed.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	10 to 12	9	0.3
Locations:				
Mountain View Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	10 to 12	3	0.7
Locations:				
Mountain View Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #14

>**Operator:** School District
>**PROGRAM DETAILS**
>>*Type:* Position
>>*Implementation Date:* August 28, 2017
>>*Reason for the proposed change:* Increase in student numbers for this age range
>**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	7 to 10	6	0.5
Locations:				
Mountain View Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	7 to 10	3	0.5
Locations:				
Mountain View Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #15

>**Operator:** School District
>**PROGRAM DETAILS**
>>*Type:* Position
>>*Implementation Date:* August 28, 2017
>>*Reason for the proposed change:* Increase in student number in need of special education
>**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	5 to 7	2	0.1
Locations:				
Mountain View Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE

Supplemental (Less Than 80% but More Than 20%)	Learning Support	6 to 8	3	0.3
Locations:				
Mountain View Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Learning Support	6 to 8	1	0.6
Locations:				
Mountain View Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #16
Operator: School District
PROGRAM DETAILS
Type: Position
Implementation Date: March 12, 2015
PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	8 to 10	4	0.5
Locations:				
Mountain View Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	8 to 10	5	0.5
Locations:				
Mountain View Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #17
Operator: School District
PROGRAM DETAILS
Type: Position
Implementation Date: March 12, 2015
PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	5 to 19	50	1
Justification: Students that exceed age range restriction are not receiving services within the same instructional group. All students in the same instructional group are within age range restrictions.				
Locations:				
Mountain View Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #18
Operator: Intermediate Unit
PROGRAM DETAILS

Type: Position
Implementation Date: March 14, 2015

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Deaf and Hearing Impaired Support	7 to 12	3	0.25
Justification: Students outside of age range requirement are not in the same instructional group.				
Locations:				
Mountain View Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #19

Operator: Intermediate Unit

PROGRAM DETAILS

Type: Position
Implementation Date: March 14, 2015

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Blind or Visually Impaired Support	5 to 8	1	0.25
Locations:				
Mountain View Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #20

Operator: Intermediate Unit

PROGRAM DETAILS

Type: Position
Implementation Date: March 14, 2015

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Blind or Visually Impaired Support	14 to 16	1	0.25
Locations:				
Mountain View Jr/Sr High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Program Position #21

Operator: School District

PROGRAM DETAILS

Type: ClassandPosition
Implementation Date: August 24, 2020

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Autistic Support	5 to 11	8	1
Justification: The elementary classroom will service students from grades k-6. The room will operate on an itinerant or supplemental bases depending on the needs of the children. This program will be used as a resource. Children may be integrated with older peers but we will do our best to avoid the cross over of service.				

Locations:				
Mountain View Elementary Center	An Elementary School Building	A building in which General Education programs are operated		

Special Education Support Services

Support Service	Location	Teacher FTE
Psychologist	Mountain View Elem, Jr/Sr HS	1
Occupational Therapist	Mountain View Elem, Jr/Sr HS	1
Speech and Language Therapist	Mountain View Elementary/Mountain View Jr/Sr High School	1
Director of Special Services	Mountain View Elem, Jr/Sr HS	1
Paraprofessional	Mountain View Elementary	14
Paraprofessional	Mountain View Jr/Sr High School	8
At Risk Counselor	Mountain View Elementary School	1
At Risk Counselor	Mountain View Jr/Sr High School	1
Transition Coordinator	Mountain View High School	1

Special Education Contracted Services

Special Education Contracted Services	Operator	Amt of Time per Week
Physical Therapy	Intermediate Unit	3 Days
Hearing Impaired Support	Intermediate Unit	2 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:

Using the Future Ready PA Index, the patterns for our grade levels remain fairly consistent. The elementary achievement does not meet performance standards, but the growth standard measures show meeting or exceeding expectations. Fourth grade science consistently scores at or above the state average. in achievement. Grades 7-12 in the high school have shown to be meeting performance standards and exceeding growth across the board. The economically disadvantaged subgroup consistently underperforms at all grade levels.

Grade three has seen a plateau in recent years where proficiency in reading and math are not increasing. The benchmarks and expectations in grades K-2 are being examined to determine if students are indeed prepared for current grade 3 work.

Science scores in grades 4 and 8 show growth and good academic performance. Grades six and eight tend to score at or above the state average on assessed areas. Scores are better for ELA than math. The last two years have seen improvement in grade five scores across the board. Grade 5 scores have always been relatively low, but follow the state pattern. Scores in grade seven math have been less consistent, but are shown to be improving. With the implementation of Carnegie Math and now Big Ideas, math scores in grade 7 should continue to see a noticeable increase. Grade 8 ELA has consistently been strong.

There are less students scoring at the advanced levels in most areas as compared to the state. Over the past ten years, math scores have steadily increased except for the one year due to the revision of the state assessments.

The high school has shown a steady increase in proficiency in literature and biology as measured by Keystones. Algebra has shown some growth, but not as pronounced. The high school has implemented remedial/refresher groups to help students attain proficiency by their senior year on the Keystones. Students not proficient in the spring on Keystones are assigned to a refresher group in the fall where they retake Keystones during the Winter Wave. Those students rotate out of the refresher group with a second group assigned. This second group of students are those having difficulty in their current Keystone course so they have an added support before taking the Keystone in May as an end-of-course assessment.

We also have identified writing across the curriculum as an area of concern. When writing was assessed separately, the district scores were below the state average. With ELA integrating writing

on PSSA's and the TDA's now required, not to mention the explanations needed in math, the focus on writing is a district wide one. While the district will continue to work on writing where students must cite evidence to support their claims, the areas of school climate and college/career ready will be a major focus.

District Accomplishments

Accomplishment #1:

The Future Ready PA Index indicated that the high school, grades 7-12, consistently scored above the state average in ELA, math and science. When looking at growth, the high school exceeded growth expectations in all areas.

Accomplishment #2:

Grades 9-12 in the high school are 1:1 using Chromebooks. For 2020-2021 grades 7 and 8 will be added.

Accomplishment #3:

The elementary has implemented hybrid learning to improve differentiation.

Accomplishment #4:

There is a student information system which allows for parents to access student grades and attendance from home. Teachers post assignments online so students have easy access.

Accomplishment #5:

The high school has been able to offer 5 AP classes, with at least one in each of the four core academic subjects. Online AP courses and enrichment classes are available to students through NOLA. AP Computer Science will be added for 2020-2021.

Accomplishment #6:

The graduation rate has climbed to over 90%.

Accomplishment #7:

Almost one third of our students have scored advanced on the Keystone assessment in biology.

Accomplishment #8:

The district began using Naviance for career exploration and development 2019-2020. This will be fully implemented during the next two years.

Accomplishment #9:
Almost all teachers at the high school level and many teachers at the elementary level are using Google Classroom, both before and during the Pandemic.

Accomplishment #10:
The district employs a full time SRO.

District Concerns

Concern #1:
The PBIS initiative in the elementary is still evolving. Consistency among all staff continues to be a barrier. The high school is just starting to develop a school wide approach - PBIS. While Second Step is used in grades 7 and 8, the high school is still searching for a program or approach that all teachers will support.

Concern #2:
Our graduation rate has risen to above 90% in the past several years. However, each year there are students who struggle academically, socially, and emotionally. There is always concern about not being to reach all students. There is concern about making course work more relevant.

Concern #3:
The use of technology in planning, teaching, and assessing varies widely by grade level, subject area, and teacher. Efforts have been made to differentiate professional development so all teachers can learn and grow in this area.

Concern #4:
PSSA results from this year in both grade 3 ELA and math showed students far from the state average.

Concern #5:
While remediation/refresher time for students not scoring proficient on Keystones has increased with moderate success, there is still a concern for time for students attending our CTC programs.

Prioritized Systemic Challenges

Systemic Challenge #1 *(Guiding Question #0)* There will be a positive culture and climate among all stakeholders - students, teachers, paraprofessionals, administration, board, parents, and community.

Aligned Concerns:

The PBIS initiative in the elementary is still evolving. Consistency among all staff continues to be a barrier. The high school is just starting to develop a school wide approach - PBIS. While Second Step is used in grades 7 and 8, the high school is still searching for a program or approach that all teachers will support.

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

Aligned Concerns:

The PBIS initiative in the elementary is still evolving. Consistency among all staff continues to be a barrier. The high school is just starting to develop a school wide approach - PBIS. While Second Step is used in grades 7 and 8, the high school is still searching for a program or approach that all teachers will support.

Systemic Challenge #3 *(Guiding Question #2)* Establish a district system that fully ensures the consistent implementation of effective instructional practices across all classrooms in each school.
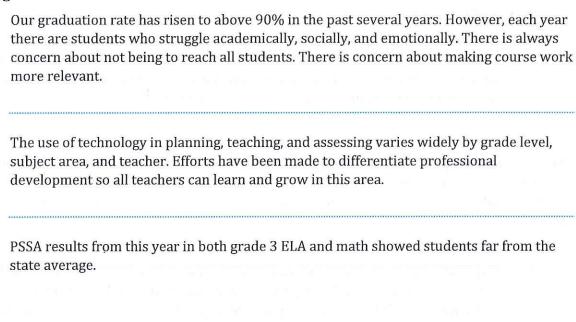
Aligned Concerns:

Our graduation rate has risen to above 90% in the past several years. However, each year there are students who struggle academically, socially, and emotionally. There is always concern about not being to reach all students. There is concern about making course work more relevant.

The use of technology in planning, teaching, and assessing varies widely by grade level, subject area, and teacher. Efforts have been made to differentiate professional development so all teachers can learn and grow in this area.

PSSA results from this year in both grade 3 ELA and math showed students far from the state average.

Systemic Challenge #4 *(Guiding Question #7)* Establish a district system that fully ensures students who are academically at risk are identified early and are supported by a process that provides interventions based upon student needs and includes procedures for monitoring effectiveness.

Aligned Concerns:

Our graduation rate has risen to above 90% in the past several years. However, each year there are students who struggle academically, socially, and emotionally. There is always concern about not being to reach all students. There is concern about making course work more relevant.

The use of technology in planning, teaching, and assessing varies widely by grade level, subject area, and teacher. Efforts have been made to differentiate professional development so all teachers can learn and grow in this area.

PSSA results from this year in both grade 3 ELA and math showed students far from the state average.

While remediation/refresher time for students not scoring proficient on Keystones has increased with moderate success, there is still a concern for time for students attending our CTC programs.

District Level Plan

Action Plans

Goal #1: Establish a district system that fully ensures the consistent implementation of effective instructional practices across all classrooms in each school.

Indicators of Effectiveness:

Type: Interim

Data Source: Lesson plans and teacher/student observations and evidences in portfolios

Naviance

IXL, I-Ready

Google Classroom

Specific Targets: Collection of evidences

Career/work activities/lessons in lesson plans

Student progress/growth in IXL and I-Ready

Google Classroom development

Strategies:

Substantial Professional Development

Description: The Southwest Regional Educational Laboratory found that substantial professional development showed a positive impact upon student achievement (substantial = greater than 14 hours of focused professional development delivered via workshops or summer institutes, supported by follow-up sessions and all delivered by professional developers rather than train-the-trainer approaches). (Source: http://ies.ed.gov/ncee/edlabs/regions/southwest/pdf/rel_2007033.pdf)
Resource:
http://effectivestrategies.wiki.caiu.org/Professional+Development

SAS Alignment: Instruction

Technology Infrastructure Enhancement/Technology Access and Training Increase

Description: The International Society for Technology in Education cites research that indicates an increase in access to technology has a positive effect on student achievement. (Source: http://www.k12hsn.org/files/research/Technology/ISTE_policy_brief_student_achievement.pdf)

SAS Alignment: Instruction, Materials & Resources

Technology Professional Development

Description:

Continued professional development for teachers in the use of technology to provide differentiation in the classroom and to enhance student engagement. Teachers will use software management systems to assess student skills and to plan individualized instruction. Teachers will gain expertise in use of Google Classroom and other technological tools to plan, teach, and assess students.

SAS Alignment: Instruction, Materials & Resources

Career/Work Ready

Description:

Curriculum K-12 will contain embedded career and work standards to show relevance of instruction to students. Evidences will be collected as part of student career/work portfolios.

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

Implementation Steps:

Professional Development in Technology

Description:

Teacher lesson plans will reflect frequent and appropriate use of technology to engage student learning. Teacher observations will reflect

teacher proficiency and confidence in integrating technology in lessons; for example using the flipped classroom or hybrid learning.

Funding used will be through Ready to Learn grant and Title II.

Start Date: 8/26/2019   **End Date:** 5/31/2023

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

Supported Strategies:

- Substantial Professional Development
- Technology Infrastructure Enhancement/Technology Access and Training Increase

Differentiation

Description:

Teachers will differentiate their instruction and assessments to improve student learning. Differentiation will be documented in online lesson plans as well as evidenced via walkthroughs and formal observations.

Start Date: 8/26/2017   **End Date:** 5/31/2023

Program Area(s): Professional Education

Supported Strategies:

- Substantial Professional Development
- Technology Infrastructure Enhancement/Technology Access and Training Increase
- Technology Professional Development

Naviance

Description:

Teachers will receive professional development in the Naviance tool.

Start Date: 5/1/2019   **End Date:** 5/31/2023

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

Supported Strategies:

- Substantial Professional Development
- Technology Infrastructure Enhancement/Technology Access and Training Increase
- Career/Work Ready

Goal #2: There will be a positive culture and climate among all stakeholders - students, teachers, paraprofessionals, administration, board, parents, and community.

Indicators of Effectiveness:

Type: Interim

Data Source: Sapphire - PBIS data

Professional development evaluations

Specific Targets: Teacher professional development in SEL and Trauma-informed schools

Development of protocols and data collecting

Strategies:

Character and Social Skill Building Programs - Social Skills Training

Description:

Social skills training is not a specific curriculum, but rather a collection of practices that utilize a behavioral approach to teaching preschool children age-appropriate social skills and competencies, including communication, problem solving, decision making, self-management, and peer relations. Social skills training can occur in both regular and special education classrooms. (Sources: Social Skills Training)

The district is fully implementing the Second Step program for grades K-8 to teach social skills, conflict resolution skills, and anti-bullying strategies.

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

Trauma-Informed Schools and SEL Professional Development

Description:

A positive school climate improves student achievement and engagement. Professional development in he areas of trauma-infromed schools and SEL will coordinate with the overall school wide and district wide PBIS plan.

SAS Alignment: Safe and Supportive Schools

School Climate - PBIS - High School Implementation/ Elementary School Refinement

Description:

A school wide plan for establishing behavior expectations and implementing a system of positive behavior supports contributes to a positive school climate and improved student achievement.

SAS Alignment: Materials & Resources, Safe and Supportive Schools

Implementation Steps:

School Climate - PBIS - High School Implementation/ Elementary School Refinement

Description:

The high school will continue as a professional learning community and full faculty to explore professional development in SEL and trauma-informed schools. The PLC will develop a school wide plan for the building as a whole incorporating strategies gained from pd. Full staff support needs to be built to ensure maximum effectiveness.

The elementary will revisit their PBIS work and assess what is working and what needs to be revised. Full support among the staff needs to be developed for maximum effectiveness.

Start Date: 8/26/2019   **End Date:** 5/31/2023

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

Supported Strategies: None selected

District Level Affirmations

We affirm that this District Level Plan was developed in accordance, and will comply with the applicable provisions of 22 Pa. Code, Chapters 4, 12, 16, and 49. We also affirm that the contents are true and correct and that the plan was placed for public inspection for a minimum of 28 days.

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

Affirmed by Jason Richmond on 6/12/2020

Board President

Affirmed by Karen Voigt on 6/12/2020

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 Jason Richmond on 4/23/2019

Board President

Affirmed by Karen Voigt on 4/12/2019

Superintendent/Chief Executive Officer