

Berlin Brothersvalley SD

District Level Plan

07/01/2020 - 06/30/2023

District Profile

Demographics

1025 Main St
Berlin, PA 15530
(814)267-4621
Superintendent: David Reeder
Director of Special Education: Maria Murphy

Planning Process

This is the third iteration of the Comprehensive Plan for the Berlin Brothersvalley School District as a Phase I school district. The first three year plan began on July 1, 2013. It was revised during the 2012-2013 school year and is currently in place from July 1, 2016 through June 30, 2020. The Comprehensive Plan requirements for Phase One Districts were streamlined by PDE's Bureau of School Support and Phase One districts plans are due for submission by November 30, 2019. The new three-year plan will take effect on July 1, 2020. The components of the plan which require updates include: Professional Education Plan, Induction Plan, Safe and Supportive Schools (includes student services requirements) and Updated Assurances for chapter 12 and 14. Optional components of the plan include: Core Foundations, Materials and Resources, Needs Assessment Components and Prioritizing Systemic Challenges and Action Plans. During the fall of 2018 and the spring of 2019, the administration worked with the planning committee as a whole as well as building subcommittees and via email to review the current plan and review/revise building level school profiles, surveys and systems analysis in order to develop goals for individual schools and the district in general. District administrators participated in the Comprehensive Plan Webinar to receive updates on the process. Members of the Comprehensive Planning Committee were presented with a draft of the plan to review prior to the Committee of the Whole meeting. During the meeting on March 19, 2019, the committee discussed the Vision and Mission Statements, plan components and refined content. A final review of the plan took place at the meeting on May 9. The revised draft was presented to the Board of Directors at the June 13, 2019 Board meeting for their review and action. The Board approved the plan for the minimum 28-day public review period at the meeting. The final draft of the Comprehensive Plan was approved by the Board of Directors on August 8, 2019 and submitted to PDE for review.

Mission Statement

The mission of the Berlin Brothersvalley School District is to prepare students for the future by challenging their desire to learn and creating an environment that nurtures their diversity of talents.

Vision Statement

Educational Excellence, Community Engagement, Lifelong Success

Shared Values

The Berlin Brothersvalley School District believes that we have a responsibility to:

1. Ensure and maintain high expectations of success for all students.
2. Maintain an academic emphasis, stressing basic skills.
3. Develop and maintain caring, purposeful, and thinking contributors to society.
4. Assess student learning for the improvement of the instructional program.
5. Utilize a variety of teaching strategies to accommodate varied student learning styles and cultural/ability differences.
6. Provide adequate time, effective materials, and appropriate facilities through planning and management of all consumers.
7. Provide a safe and orderly school through a fair and uniform discipline structure.
8. Provide the opportunity and encouragement for parent and community involvement.
9. Provide students with a technology rich environment at all levels.
10. Provide students with experiences that enable them to develop a strong character that will promote a lifetime of learning.

Educational Community

The Berlin Brothersvalley School District, located in Somerset County, Pennsylvania, is a rural district with a population of 5800 residents. The district is comprised of 165.5 square miles and includes the community of Berlin Borough and the townships of Allegheny, Brothersvalley and Northampton and the smaller outlying communities of New Baltimore, Glencoe, and Fairhope. The school itself is located in the Borough of Berlin, a community with about 2100 residents. Industry within the district includes a snack food manufacturer, dairy farming, coal mining, small retail businesses, banking, various light industry and a long term nursing facility.

As of 2019, the district has three schools housed under one roof with a student population totaling approximately 720. The three schools include a K-4 elementary school with 280 students, a 5-8 middle school with 210 students, and a 9-12 high school with a population of 230. Administrative staff includes: 1 Superintendent, 1 K-8 Principal, 1 9-12 Principal, 1 Special Education Director, 1 Business Manager. A School Nurse provides services to the entire district. There are 64 teachers in grades K-12.

The school and community populations are predominately white, with less than 5% racial diversity. Forty (40) percent of the students are economically disadvantaged, and 17% of our students receive special education services. There are no private, charter or Christian schools within district boundaries, although several students are transported to Christian schools (10) in a neighboring district and 5 students attend a brick and mortar charter school located within ten miles of district boundaries. There are 27 home schooled students and 13 students enrolled in cyber charter schools. The district also sends 55 high school students in grades 10-12 (31% of our eligible population) to the Somerset County Technology Center (SCTC) to participate in vocational programs.

Planning Committee

Name	Role
Lori Gindlesperger	Administrator : Professional Education
Martin Mudry	Administrator : Professional Education
Maria Murphy	Administrator : Professional Education Special Education
David Reeder	Administrator : Professional Education
Brian Thompson	Administrator : Professional Education
Mandy Lauer	Business Representative : Professional Education
Justin Van Gilder	Business Representative : Professional Education
Rose Shaffer	Community Representative : Professional Education
Margie Zorn	Community Representative : Professional Education
Keith Hay	Ed Specialist - School Counselor : Professional Education
Christy McMillen	Ed Specialist - School Counselor : Professional Education
Mark Smith	Ed Specialist - School Counselor : Professional Education
Beth Anderson	Elementary School Teacher - Regular Education : Professional Education

Marilyn Cornell	Elementary School Teacher - Regular Education : Professional Education
Beth Hoover	Elementary School Teacher - Regular Education : Professional Education
Chris Fabyanic	Elementary School Teacher - Special Education : Professional Education
Rebecca Courtney	High School Teacher - Regular Education : Professional Education
Katrina Lynch	High School Teacher - Regular Education : Professional Education
Holly Montgomery	High School Teacher - Regular Education : Professional Education
Brian Slope	High School Teacher - Regular Education : Professional Education
Greta Durst	High School Teacher - Special Education : Professional Education
Dawn Gindlesperger	Instructional Technology Director/Specialist : Professional Education
Vanessa Smith	Middle School Teacher - Regular Education : Professional Education
Katie Spiri	Middle School Teacher - Regular Education : Professional Education
Susan Straight	Middle School Teacher - Regular Education : Professional Education Special Education
Teresa Kociola	Middle School Teacher - Special Education : Professional Education Special Education
Robin Fochtman	Parent : Professional Education Special Education
Jenna Ogburn	Parent : Professional Education

Core Foundations

Standards

Mapping and Alignment

Elementary Education-Primary Level

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

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

The emphasis for curriculum development has been in the areas of literacy, science and math. Areas related to Social Studies and Family and Consumer Sciences have not yet been mapped or aligned.

Elementary Education-Intermediate Level

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

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

The emphasis for curriculum development has been in the areas of literacy, science and math. Areas related to Social Studies and Family and Consumer Sciences have not yet been mapped or aligned.

Middle Level

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

Family and Consumer Sciences	Developing	Developing
Geography	Developing	Developing
Health, Safety and Physical Education	Developing	Developing
History	Developing	Developing
Science and Technology and Engineering Education	Developing	Developing
Alternate Academic Content Standards for Math	Developing	Developing
Alternate Academic Content Standards for Reading	Developing	Developing
American School Counselor Association for Students	Developing	Developing
English Language Proficiency	Developing	Developing
Interpersonal Skills	Developing	Developing
School Climate	Developing	Developing
World Language	Non Existent	Non Existent

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

District budgetary constraints prevent world language instruction at the middle school level.

High School Level

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

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

This narrative is empty.

Adaptations

Elementary Education-Primary Level

Checked answers

- PA Core Standards: English Language Arts
- PA Core Standards: Mathematics
- Environment and Ecology
- Science and Technology and Engineering Education

Unchecked answers

None.

Elementary Education-Intermediate Level

Checked answers

- PA Core Standards: English Language Arts
- PA Core Standards: Mathematics
- Environment and Ecology
- Science and Technology and Engineering Education

Unchecked answers

None.

Middle Level

Checked answers

- PA Core Standards: English Language Arts
- PA Core Standards: Mathematics
- Environment and Ecology
- Science and Technology and Engineering Education

Unchecked answers

None.

High School Level

Checked answers

- PA Core Standards: English Language Arts
- PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects
- History
- Science and Technology and Engineering Education

Unchecked answers

None.

Explanation for any standards checked:

District schools have been working on the development of in depth curriculum in the areas marked by working through a specific process based on the Understanding by Design model. Use of a common process and template for curriculum development is providing consistency across schools. Other curriculum areas will be included in this process over time.

Curriculum

Planned Instruction

Elementary Education-Primary Level

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

Processes used to ensure Accomplishment:

The elementary school is currently developing a standards aligned curriculum for each subject area based on the Understanding by Design framework, including the main components of the Standards Aligned System.

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

N/A

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:

The elementary school is currently developing a standards aligned curriculum for each subject area based on the Understanding by Design framework, including the main components of the the Standards Aligned System.

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

N/A

Middle Level

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

The middle school is currently developing a standards aligned curriculum for each subject area based on the Understanding by Design framework, including the main components of the the Standards Aligned System.

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

N/A

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:

The high school is currently developing a standards aligned curriculum for each content area based on the Understanding by Design framework, including the main components of the Standards Aligned System.

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

N/A

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.

Because Berlin Brothersvalley schools practice inclusion, we have developed modifications and accommodations for instruction that foster successful inclusion for students while still allowing those students to be successful in a rigorous standards aligned curriculum. Goals and objectives of Individual Education Plans are written with a basis in the standard aligned curriculum with simple modifications that include preferential seating, redirection to stay on task, proximity control and helping the student stay on task without being intrusive. Other accommodations such as copies of notes, a note taker or blanks in the copy of notes allow the student to listen to most of the lecture without being hampered with writing extensive notes. Modifications for assessments may include extended time for tests, tests in a separate setting, having a reader for non-reading tests and oral exams to allow the student optimum opportunity to demonstrate what he has learned. Our Life Skills population is also included in regular education classrooms. In these instances the amount of work is modified as well as the vocabulary for the topic being covered. In this way all students can find success in the regular education setting and still access and master the rigorous standards aligned curriculum.

Instruction

Instructional Strategies

Checked Answers

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

Unchecked Answers

- Peer evaluation/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.

Walkthroughs, observations and annual evaluations are used to observe consistency of instructional delivery and ensure that students demonstrate engagement and learning. Teachers conference with their building principal to discuss the principal's observation(s) and to determine teacher strengths and areas that need improvement. This information is used to provide documentation on the annual instructional evaluation of the teacher. Lesson plans are reviewed by the building principal to ensure that teachers are consistent with which academic standards are being addressed at each grade level or content area and to provide information about what is taught and how.

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

The elementary and middle school utilizes common planning time as a method to enable teachers to address curriculum alignment. Although the number of staff members is small, teachers frequently discuss what is being taught and how to determine whether standards are being met. Opportunities for peer evaluation may be made if teachers desire to use this process.

Responsiveness to Student Needs**Elementary Education-Primary Level**

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

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

N/A

Elementary Education-Intermediate Level

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

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

N/A

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

N/A

High School Level

Instructional Practices	Status
Structured grouping practices are used to meet student needs.	Implemented in 50% or more of district classrooms
Flexible instructional time or other schedule-related practices are used to meet student needs.	Implemented in 50% or more of district classrooms
Differentiated instruction is used to meet student needs.	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.	Implemented in 50% or more of district classrooms

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

Differentiated instruction is utilized to meet individual student needs in most cases. We have delineated courses in English and Mathematics based on ability levels and performance data. Because we are a small district with a limited number of teachers and teachers are shared among the three schools, structured grouping practices in the high school are not feasible. Student schedules also reflect time with LS teachers and structured study halls to provide time for students who have various needs.

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 does not recruit teachers because we have always been successful in being able to either hire highly qualified staff or to undergo the necessary processes needed to enable teachers to become highly qualified. Many of our staff members have obtained additional certifications that enable them to be assigned to students who are below proficiency or who are at risk of not graduating. Principals in the elementary, middle and high schools have been able to schedule teachers on a daily basis to provide additional instruction and interventions to struggling students.

Assessments

Local Graduation Requirements

Course Completion	SY 20/21	SY 21/22	SY 22/23
Total Courses	25.50	25.50	25.50
English	4.00	4.00	4.00
Mathematics	3.00	3.00	3.00
Social Studies	3.00	3.00	3.00
Science	4.00	4.00	4.00
Physical Education	1.00	1.00	1.00
Health	1.00	1.00	1.00
Music, Art, Family & Consumer Sciences, Career and Technical Education	2.00	2.00	2.00
Electives	7.50	7.50	7.50
Minimum % Grade Required for Credit (Numerical Answer)	60.00	60.00	60.00

Graduation Requirement Specifics

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

- Completion of secondary level coursework in English Language Arts (Literature), Algebra I and Biology in which a student demonstrates proficiency on the associated Keystone Exam or related project-based assessment if § 4.4(d)(4) (relating to general policies) applies.
- Locally approved and administered assessments, which shall be independently and objectively validated once every 6 years. Local assessments may be designed to include a variety of assessment strategies listed in ? 4.52(c) and may include the use of one or more Keystone Exams. Except for replacement of individual test items that have a similar level of difficulty, a new validation is required for any material changes to the assessment. Validated local assessments must meet the following standards:
 - I. Alignment with the following State academic standards: English Language Arts (Literature and Composition); Mathematics (Algebra I) and Environment and Ecology (Biology).
 - II. Performance level expectations and descriptors that describe the level of performance required to achieve proficiency comparable to that used for the Keystone Exams.
 - III. Administration of the local assessment to all students, as a requirement for graduation, except for those exempted by their individualized education program under subsection (g), regarding special education students, or gifted individualized education plan as provided in ? 16.32 (relating to GIEP).
 - IV. Subject to appropriations provided by law, the cost to validate local assessments shall be evenly divided between the school district, AVTS or charter school, including a cyber-charter school, and the Department. If the Department does not provide sufficient funding to meet its share, local assessments submitted for validation shall be deemed valid until a new validation is due to the Department.
 - V. The Department will establish a list of entities approved to perform independent validations of local assessments in consultation with the Local Assessment Validation Advisory Committee as provided in ? 4.52(f).
 - VI. School boards shall only approve assessments that have been determined to meet the requirements of this subsection by an approved entity performing

the independent validation. If a school district, AVTS or charter school, including a cyber-charter school, uses a local assessment that has not been independently validated, the Secretary will direct the school entity to discontinue its use until the local assessment is approved through independent validation by an approved entity.

Unchecked answers

- Completion of an Advanced Placement exam or International Baccalaureate exam that includes academic content comparable to the appropriate Keystone Exam at a score established by the Secretary to be comparable to the proficient level on the appropriate Keystone Exam.
- Not Applicable. Our LEA does not offer High School courses.

Local Assessments

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

Methods and Measures

Summative Assessments

Summative Assessments	EEP	E EI	ML	HS
PSSA		X	X	
Keystone Exams			X	X
Teacher Developed Assessments	X	X	X	X

Textbook Tests	X	X	X	X
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Benchmark Assessments

Benchmark Assessments	EEP	EEI	ML	HS
DIBELS	X	X		
Study Island		X	X	

Formative Assessments

Formative Assessments	EEP	EEI	ML	HS
Quick Phonics Screener	X	X		
Spelling Inventory	X	X		
Phonemic Awareness Screener	X	X		
Science Notebooks	X	X		
Math Exit Slips	X	X		
Concepts of Print	X	X		
Teacher Developed Assessments	X	X	X	X

Diagnostic Assessments

Diagnostic Assessments	EEP	EEI	ML	HS
Key Math	X	X		
CDT				X
Weschler Test	X	X		
Unit tests	X	X	X	X
Woodcock Reading & Math Achievement Test	X	X	X	X
Lights Retention Scales	X	X		
PSSA		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	X	X	X	
Instructional Coach Review	X	X	X	
Teacher Peer Review				

Provide brief explanation of your process for reviewing assessments.

Elementary teachers meet three times a year with the building principal and elementary guidance counselor for data review sessions. Interventions are set up for students who need extra time and instruction in reading. After review of the data collected, personnel and resources are re-aligned based on individual student needs. The instructional coach meets frequently with grade level teachers to review formative assessments in reading and math. This information is used to inform upcoming instructional decisions to determine whether any students require evaluation for additional services.

The middle school principal reviews teacher lesson plans weekly to determine what standards are being met and how these standards are assessed. Deficits are addressed through grade level and cross curricular planning.

At the high school level, lesson plans are reviewed weekly and assessments are periodically submitted to the administrator for review. Teachers meet periodically to plan assessments for common content areas. Periodic classroom walkthroughs are conducted by the building principal to review assessment techniques.

Principals at all levels discuss their findings and observations with teachers to ensure that multiple and varied assessments are developed and utilized.

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.

N/A

Collection and Dissemination

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

At the elementary level, data analysis meetings are held three times a year with each grade level to disseminate data that has been collected by teachers and the building principal. Grade level teachers review individual student data to determine which students need additional instruction and interventions. Data is also disseminated to the elementary Professional Learning Community to provide opportunities for discussion of results and to determine how to improve student learning across grade levels. Parents also receive the results of assessments and what interventions are received by the student, if any. Examples of information shared with parents include the PSSA parent summary, individual student results for reading assessments, benchmark results and whether interventions are needed. Detailed assessment information is included in the student's permanent academic record. In the middle school, the instructional coach collects and disseminates benchmark assessment results to the teachers. The middle school guidance counselor tracks PSSA results and quarterly report card grades and provides this information to the teachers, the building principal and the superintendent. Analysis of this data between principal, counselor and classroom teachers occurs frequently throughout the school year to aid in

data driven decision making in order to determine how to best meet student needs. The high school principal collects Keystone, CDT, and PVAAS data and disseminates useful information to appropriate members of the instructional staff. College Board data, such as PSAT, SAT, and AP reports are collected by the principal and guidance office and distributed to teachers who are able to utilize the data reports. The Guidance Counselor works with students to establish College Board accounts to review their testing history and access assistive features to prepare them for future assessments. Teachers utilize diagnostic data to enhance personalized classroom instruction.

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.

Assessment information from students who have not demonstrated proficiency in achieving academic standards is used to realign resources and personnel to provide additional support to struggling students. This information is also used to determine whether further testing and evaluation of individual students is needed to provide additional services. Data informed instruction is used by teachers to determine appropriate interventions to address individual student needs. Students may be grouped in both the elementary and middle schools using a flexible grouping model to provide additional instruction and support during specific periods of the day. Study Island and the SAS Classroom Diagnostic Tools are utilized to identify students' areas of strength and areas for remediation.

Assessment Data Uses

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

Instructional practices modified or adapted to increase student mastery.	X	X	X	X
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Provide brief explanation of the process for incorporating selected strategies.

Principals and teachers at all levels use grade level meetings, cross curricular meetings, faculty meetings, and in-service day sessions to review data to modify and adapt instructional practices to better meet individual student needs.

The elementary school reviews PSSA data, as well as various types of formative and benchmark assessments to determine instructional modifications.

The middle school tracks PSSA performance by assessment anchor and provides this information to teachers.

The high school uses Keystone Exam results, PVAAS projection data, eMetric, CDT data, and College Board data to identify areas of strength and address areas for improvement. This information is relayed to the appropriate content teachers.

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

Development and refinement of curriculum aligned to standards continues at all levels. This process will enable all levels to match instruction to assessment.

Distribution of Summative Assessment Results

Distribution Methods	EEP	EEI	ML	HS
Course Planning Guides				X
Directing Public to the PDE & other Test-related Websites		X	X	X
Individual Meetings	X	X	X	X
Letters to Parents/Guardians	X	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	X	X
Press Releases				
School Calendar	X	X	X	X
Student Handbook	X	X	X	X

Provide brief explanation of the process for incorporating selected strategies.

Multiple strategies are utilized in an effort to reach all stakeholders.

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

Because the local media reports district assessment results using information gathered by their reporters from PDE, the district does not submit press releases.

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.

Schools in the district use a variety of processes to improve student achievement. Under the guidance of the building principal, the elementary school continues to work on curriculum development and alignment to standards in each content area. Teachers participate in on-going professional development related to curriculum development and literacy instruction. Efficient scheduling of personnel and staff enables struggling students to receive additional instruction and interventions. Technology resources for skill development are used to develop individual student skills. Regularly scheduled meetings with the elementary Professional Learning Community are used to analyze data and determine individual student needs, as well as address other topics related to increasing student achievement. Grade level meetings are used to modify instructional delivery through data analysis and determine the most effective use of fiscal resources.

In the middle school, PSSA results are used to determine how to group students to best meet their needs. Flexible scheduling is also utilized to address individual student needs. Student schedules include time periods for students to receive additional instruction from teachers and to use technology resources for individual skill development. Teachers meet periodically with the principal and guidance counselor to analyze student assessment data and determine whether modifications to instructional delivery are necessary. Efforts to increase home-school relationships to provide support for students are also promoted. The high school has continued efforts to align courses to state standards, map course curriculum, and incorporate college and career readiness measures in all content areas. Additionally, a trained high school Student Assistance Program team meets weekly to discuss student concerns and recommend interventions to meet student's academic, social, emotional, and behavioral needs.

Programs, Strategies and Actions

Programs, Strategies and Actions	EEP	EEl	ML	HS
Biennially Updated and Executed Memorandum of Understanding with Local Law Enforcement	X	X	X	X

School-wide Positive Behavioral Programs	X	X	X	X
Conflict Resolution or Dispute Management	X	X	X	X
Peer Helper Programs				
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:

Although students in higher grade levels frequently volunteer to assist students in younger grade levels, our district does not have a formal peer mentoring/helper program.

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.)

Students are referred for gifted identification by teachers and parents. Information about student strengths and weaknesses and overall academic performance is gathered by the building guidance counselor for review by the school psychologist. The psychologist administers multiple evaluations to determine whether a student qualifies for services. The results of the evaluation are shared with parents, teachers, the building principal and guidance counselor. Appropriate programming is then determined based on the results of the evaluations.

Teachers also identify strategies to enrich instruction and learning for students who do not qualify for services.

The public is informed of gifted education services and programs through the annual public notice and on the school website.

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

The Instruction Support Team identifies school age children in need of specially designed instruction through screenings of group-based data, school health records, cumulative achievement records, and hearing/vision/speech screenings. If screening results suggest a

student is in need of special services, the district seeks parental consent to conduct a professional evaluation to begin services.

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

The Multi-disciplinary team determines eligibility based on a variety of criteria.

Pennsylvania regulations state that a child is mentally gifted if the child has an IQ of 130 or higher. Students with IQ's lower than 130 may also be eligible for gifted services when multiple criteria strongly indicate gifted ability. Pennsylvania's multiple criteria include the following:

- The student is a year or more above grade achievement level for the normal age group in one or more academic subjects as measured by nationally-normed and validated achievement tests able to accurately reflect gifted performance.
- The student has an observed or measured rate of acquisition/retention of new academic content or skills that reflect gifted ability
- The student has demonstrated achievement, performance or expertise in one or more academic areas as evidenced by excellence of products, portfolio or research, as well as criterion-referenced team judgment.
- The student has demonstrated early and measured use of high level thinking skills, academic creativity, leadership skills, intense academic interest areas, communication skills, foreign language aptitude or technology expertise.
- There are not intervening factors such as English as a second language, disabilities, gender or race bias, or socio/cultural deprivation masking gifted abilities.

Describe the gifted programs* being offered that provide opportunities for acceleration, enrichment or both. *The word "programs" refers to the continuum of services, not one particular option.

The continuum of services provides for enrichment in content areas that are the area of strength for a student. Teachers employ differentiated instruction to meet individual student needs for enrichment within the regular education classroom setting.

Remediation/enrichment periods are provided during the school day for all students to address individual needs. Honors, AP and College classes at the high school level provide the enrichment needed at the high school level. We will provide a continuum of services which may include the following where appropriate: compacting, expanding, enrichment, and/or acceleration of curriculum and instruction. This will be evidenced in the differentiation of content, process, product, and learning styles.

Developmental Services

Developmental Services	EEP	EEI	ML	HS
Academic Counseling	X	X	X	X
Attendance Monitoring	X	X	X	X
Behavior Management Programs	X	X	X	X
Bullying Prevention	X	X	X	X
Career Awareness	X	X	X	X
Career Development/Planning	X	X	X	X
Coaching/Mentoring	X	X	X	
Compliance with Health Requirements –i.e., Immunization	X	X	X	X
Emergency and Disaster Preparedness	X	X	X	X
Guidance Curriculum	X	X	X	X
Health and Wellness Curriculum	X	X	X	X
Health Screenings	X	X	X	X
Individual Student Planning	X	X	X	X
Nutrition				X
Orientation/Transition	X	X	X	X
RTII/MTSS				
Wellness/Health Appraisal	X	X	X	X

Explanation of developmental services:

A tiered approach to intervention is used in the elementary school. The middle and high schools use a scheduling model that facilitates tutoring and remediation throughout the school day. The middle and high school guidance counselors meet with students frequently to ensure that developed services are available and utilized by students. Guidance lessons are taught at the elementary and middle school levels.

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
Study Island benchmarks		X	X	
DIBELS	X	X		

Explanation of diagnostic, intervention and referral services:

This narrative is empty.

Consultation and Coordination Services

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

Explanation of consultation and coordination services:

This narrative is empty.

Communication of Educational Opportunities

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

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

Communication of Student Health Needs

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

Frequency of Communication

Elementary Education - Primary Level

- Yearly

Elementary Education - Intermediate Level

- Yearly

Middle Level

- Yearly

High School Level

- Yearly

Collaboration for Interventions

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

Weekly grade level meetings between elementary teachers and the principal are held to determine which students are in need of additional instruction and interventions, as well as monitor individual student progress. The monthly Professional Learning Community meetings and faculty meetings are used to review data, determine appropriate instructional delivery methods to meet student needs and consider effective use of resources. The principal and teachers make regular efforts to communicate with parents about student needs and academic progress.

Middle school teachers use common planning time, grade level meetings, faculty meetings and weekly SAP meetings to determine how to best meet the needs of individual students. This time is used to review data and determine appropriate methods of delivering curriculum.

High school content area teachers meet as needed to discuss student progress and determine methods of meeting individual student needs. Some classes are co-taught, so these teachers meet regularly to determine how to best meet the needs of students. Teachers also utilize common planning time, if available, to consider methods of improving student achievement.

Teachers at all levels use in-service days to develop curriculum and determine methods of instruction that meet the needs of all types of learners.

All teachers receive appropriate information pertaining to individual student needs from the special education department if a student has an IEP.

Community Coordination

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

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

The elementary principal and Director of Special Education attend transition meetings each spring with personnel from Appalachia Intermediate Unit 08 to determine student needs for the following school year as students enter kindergarten.

A Pre-K program, operated by the Community Action Partnership of Somerset County, is housed in the elementary school. Kindergarten teachers meet with Pre-K teachers at the end of each school year to determine future needs for students who've attended that program.

Preschool Agency Coordination

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

1. Address coordination activities designed to identify and serve children with disabilities and the supports and accommodations available to ensure both physical and programmatic access.

2. Address pre-kindergarten programs operated directly by the LEA and those operated by community agencies under contract from the LEA.
3. Describe how the LEA provides for a smooth transition from the home setting and any early childhood care or educational setting the students attend, to the school setting.

The Elementary Principal and the Director of Special Education attend annual transition meetings with personnel from Appalachia Intermediate Unit 08 to determine supports necessary to meet student needs.

Speech, vision and hearing screenings are completed during the kindergarten registration process to gather information about individual student needs.

The Family Center, located in Salisbury, PA, offers early intervention screenings, referrals, and parent training and education for students of the Berlin schools.

A kindergarten orientation, held in August prior to the start of the new school year, provides a smooth transition for kindergarten students. At this event, students meet their classroom teacher and other students, and are introduced to the school and classroom settings.

Students who've attended the Pre-k program, operated by the Community Action Partnership of Somerset County in Berlin Elementary School, are able to transition easily into kindergarten since they have spent a year or two in the elementary building. They learn to know other school staff and eat lunch with primary students in the elementary lunchroom.

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 elementary principal and teachers utilize priority budgeting to ensure that an adequate supply of materials and resources that support students at all levels of learning are provided. Teachers identify materials needed to support varied levels of instruction and intervention. Teachers share materials when possible. Current and varied technological resources are also available.

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

N/A

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 elementary school principal and teachers utilize priority budgeting to ensure that an adequate supply of materials and resources that support students at all levels of learning are provided. Teachers identify materials needed to support varied levels of instruction and intervention. Teachers share materials when possible. Current and varied technological resources are also available.

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

N/A

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.

Adequate resources, including technology resources, that are aligned to the PA academic standards are available to the middle school to achieve academic objectives. Materials support a diverse student population.

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

N/A

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.

Adequate resources, including technology resources, that are aligned to the PA academic standards are available to the high school to achieve academic objectives. Materials support a diverse student population.

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 50% or more 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 50% or more of district classrooms
Economics	Implemented in less than 50% of district classrooms
Environment and Ecology	Full Implementation
Family and Consumer Sciences	Level of Implementation is Unknown
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	Full Implementation
Alternate Academic Content Standards for Math	Full Implementation
Alternate Academic Content Standards for Reading	Full Implementation
American School Counselor Association for Students	Level of Implementation is Unknown
Early Childhood Education: Infant-Toddler→Second Grade	Implemented in 50% or more of district classrooms
English Language Proficiency	Level of Implementation is Unknown
Interpersonal Skills	Implemented in less than 50% of district classrooms
School Climate	Implemented in less than 50% of district

	classrooms
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Further explanation for columns selected "

The development of science and reading curriculum was based on SAS. This model will be used in the development of all subject areas.

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 50% or more 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 50% or more of district classrooms
Economics	Implemented in less than 50% of district classrooms
Environment and Ecology	Full Implementation
Family and Consumer Sciences	Level of Implementation is Unknown
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	Full Implementation
Alternate Academic Content Standards for Math	Full Implementation
Alternate Academic Content Standards for Reading	Full Implementation
American School Counselor Association for Students	Level of Implementation is Unknown
English Language Proficiency	Implemented in 50% or more 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 "

The development of science and reading curriculum was based on SAS. This model will be used in the development of all subject areas.

All students are instructed and assessed using the PA Academic Standards.

Middle Level

Standards	Status
Arts and Humanities	Implemented in 50% or more of district classrooms
Career Education and Work	Full Implementation
Civics and Government	Implemented in 50% or more of district classrooms
PA Core Standards: English Language Arts	Full Implementation
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Implemented in 50% or more of district classrooms

PA Core Standards: Mathematics	Full Implementation
Economics	Implemented in 50% or more of district classrooms
Environment and Ecology	Implemented in 50% or more of district classrooms
Family and Consumer Sciences	Implemented in 50% or more of district classrooms
Geography	Implemented in 50% or more of district classrooms
Health, Safety and Physical Education	Full Implementation
History	Full Implementation
Science and Technology and Engineering Education	Full Implementation
Alternate Academic Content Standards for Math	Full Implementation
Alternate Academic Content Standards for Reading	Full Implementation
American School Counselor Association for Students	Implemented in 50% or more of district classrooms
English Language Proficiency	Implemented in 50% or more of district classrooms
Interpersonal Skills	Implemented in 50% or more of district classrooms
School Climate	Full Implementation
World Language	Not Applicable

Further explanation for columns selected "

Standards aligned curriculum for the areas of environment and ecology is currently being addressed.

All students are instructed and assessed using the PA Academic Standards.

World languages are not offered at the middle school level.

High School Level

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

Science and Technology and Engineering Education	Implemented in 50% or more of district classrooms
Alternate Academic Content Standards for Math	Full Implementation
Alternate Academic Content Standards for Reading	Full Implementation
American School Counselor Association for Students	Full Implementation
English Language Proficiency	Not Applicable
Interpersonal Skills	Full Implementation
School Climate	Implemented in 50% or more of district classrooms
World Language	Implemented in 50% or more of district classrooms

Further explanation for columns selected "

Berlin Brothersvalley School District will have no ELL students after May 2019. All students are instructed and assessed using the PA Academic Standards.

Early Warning System

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

No, we are not interested in the PA EWS/IC for our district.

Professional Education

Characteristics

District's Professional Education Characteristics	EEP	E EI	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	X	X	X	X

interventions for struggling students.				
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.

Administrators and teachers in all three district schools have participated in professional development sessions facilitated by PDE, Appalachia Intermediate Unit 08, various vendors, and district personnel that emphasize building teachers' skills to improve student learning and increase academic achievement. Trainings have been held both on and off site. School staff have also attended trainings on using data to determine how to best meet the needs of students through data analysis and data driven decision making. All teachers in the district are highly qualified and are assigned to their area of certification.

Technology resources are used regularly in all schools to provide students with the means to improve skills and conceptual understanding in all content areas.

The results of student assessments are shared with students and parents. The daily schedule in the elementary, middle, and high schools includes time for struggling students to receive interventions and additional support as identified by their assessment results. The educational leaders of the district have trained with the teachers and have developed a culture of collaboration that emphasizes improving achievement through data driven decision making. School leaders also work together to utilize teachers effectively, both within their own buildings, and by sharing staff when appropriate.

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

N/A

Professional Development

Educator Discipline Act 126, 71

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

Questions
The LEA plans to conduct the required training on approximately:
7/1/2020 Faculty meetings and Act 80 time is provided to complete Act 71 training. Completion is monitored by district HR.

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 plans to conduct the training on approximately:
7/1/2020 Faculty meetings and Act 80 time is provided to complete Act 71 training. Completion is monitored by district HR.

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:
7/1/2020 Faculty meetings and Act 80 time is provided to complete Act 71 training. Completion is monitored by district HR.

Strategies Ensuring Fidelity

Checked answers

- Professional Development activities are based upon detailed needs assessments that utilize student assessment results to target instructional areas that need strengthening.
- Using disaggregated student data to determine educators' learning priorities.
- Professional Development activities are based upon detailed needs assessments that utilize student assessment results to target curricular areas that need further alignment.
- Professional Development activities are developed that support implementation of strategies identified in your action plan.

- Clear expectations in terms of teacher practice are identified for staff implementation.
- An implementation evaluation is created, based upon specific expectations related to changes in teacher practice, which is used to validate the overall effectiveness of the professional development initiative.
- The LEA has a systemic process that is used to validate whether or not providers have the capacity to present quality professional development.
- Administrators participate fully in all professional development sessions targeted for their faculties.
- Every Professional development initiative includes components that provide ongoing support to teachers regarding implementation.
- The LEA has an ongoing monitoring system in place (i.e. walkthroughs, classroom observations).
- Professional Education is evaluated to show its impact on teaching practices and student learning.

Unchecked answers

None.

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

A Professional Development Needs Survey is completed annually by teachers to give them the opportunity to provide input related to what types of professional development would be most beneficial to them in terms of increasing student achievement and building professional skills. School leaders also provide input and assist with determining what professional development initiatives would benefit the district in meeting educational goals. Factors that are considered in determining whether a particular professional development initiative is viable for the district include: whether the program is research-based with proven effectiveness, cost, how well it is aligned to the PA Academic Standards, sustainability in relation to implementation costs and training of new staff, how on-going support is provided, and student engagement within the program structure.

Building administrators participate in professional development sessions along with staff members. They also communicate to teachers what they expect to observe during informal and formal observations in terms of classroom practice, student engagement, classroom environment, and professionalism. Teachers are monitored throughout the year through lesson plan review, walkthroughs, formal and informal observations, and end of year evaluations. Student achievement data is also utilized to determine what types of professional development would best serve our teachers and students.

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

This narrative is empty.

Induction Program

Checked answers

- Inductees will know, understand and implement instructional practices validated by the LEA as known to improve student achievement.

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

Unchecked answers

None.

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

The induction program at Berlin Brothersvalley provides inductees with the information and knowledge to become effective teachers. Inductees attend district facilitated sessions related to professional standards and ethics, academic standards and assessment, classroom management, working with struggling students, special services available to students, district policies and procedures, and instructional practices and methodology utilized by specific content areas. The sessions encourage a climate of collaboration and collegiality and are held throughout the school year. Mentor teachers, inductees, and building administrators attend the sessions. At times, other teachers are invited to attend the sessions to provide their perspective on various topics and encourage discussion.

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

The District has begun using information available through the SAS website. Inductees will participate in trainings on using the SAS website effectively as planned by building principals.

Needs of Inductees

Checked answers

- Frequent observations of inductee instructional practice by a coach or mentor to identify needs.
- Frequent observations of inductee instructional practice by supervisor to identify needs.
- Regular meetings with mentors or coaches to reflect upon instructional practice to identify needs.
- Student PSSA data.
- Standardized student assessment data other than the PSSA.
- Classroom assessment data (Formative & Summative).
- Review of inductee lesson plans.
- Submission of inductee portfolio.
- Knowledge of successful research-based instructional models.

Unchecked answers

- Inductee survey (local, intermediate units and national level).
- Review of written reports summarizing instructional activity.
- Information collected from previous induction programs (e.g., program evaluations and second-year teacher interviews).

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

The needs of inductees are determined by observation of classroom practices, informal surveys at the start of the induction process, discussions with past inductees, participation in trainings and sharing sessions on research-based instructional practices, meetings with mentors and principals, review of lesson plans and year end induction logs. The administration uses these tools, along with consideration of an inductee's prior experience, to prepare the content of each year's induction program.

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

Strategies not selected are not part of the district's induction 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.
- Mentors must complete mentor training or have previous related experience (e.g., purpose of induction program and role of mentor, communication and listening skills, coaching and conferencing skills, problem-solving skills and knowledge of adult learning and development).
- Mentors and inductees must have compatible schedules so that they can meet regularly.

Unchecked answers

None.

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

Mentor selection is based on a variety of characteristics. Whenever possible, the mentor selected has similar certification and assignments of the inductee. However, in our small district, there are occasions when a new teacher is the only one with a particular certification. In this case, the mentor selected is someone in close proximity who can be available to the inductee when questions or problems arise. Mentors are recommended by their principals because they model exemplary classroom practices and personal characteristics. Mentors agree to the additional responsibility and are approved by the Board of Directors.

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

N/A

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	
Best Instructional Practices	X		X			
Safe and Supportive Schools	X					X
Standards	X		X			
Curriculum	X	X	X	X	X	
Instruction	X		X		X	
Accommodations and Adaptations for diverse learners	X	X	X	X	X	X
Data informed decision making	X		X			X
Materials and Resources for Instruction	X		X			

If necessary, provide further explanation.

The topics listed are introduced and discussed at the sessions held with inductees and their mentors during the months indicated. However, inductees participate in faculty meeting staff development and in-service activities throughout the year that also address these topics at the building level.

Monitoring and Evaluating the Induction Program

Identify the procedures for monitoring and evaluating the Induction program.

Monitoring of the induction program is done through collaboration and discussion between inductees, mentors, principals and the superintendent. Program content is adjusted as needs arise. The year end review of each inductee's log provides valuable information about the needs of each inductee and the effectiveness of the program. This review is also used to evaluate each year's induction program overall.

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: **123**

Identification Method

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

Berlin Brothersvalley School District continues to use the Discrepancy Model to determine if a student has a Specific Learning Disability. Students experiencing academic difficulty may be referred for identification by teachers and parents. Data and progress monitoring is conducted by classroom teachers and reviewed quarterly with the Instructional Coach. Information about student strengths and weaknesses and overall academic performance from the quarterly reviews is gathered by the building guidance counselor for review by the school psychologist. Informal screenings may be administered by school personnel to provide additional information for the school psychologist regarding academic strengths and weaknesses. The psychologist administers multiple formal evaluations to determine whether a student qualifies for services as a student with a Specific Learning Disability. This includes ability assessment and achievement assessments. Other evaluation methods included are classroom observation, review of school records, instructional assessment-including but not limited to formative assessment, DIBELS testing, Otter Creek Math, Informal Reading Inventories, Quick Phonics Screening, Exact Path Data, progress monitoring, attendance review, school nurse report, parent input, teacher input and if needed behavioral assessment and/or rating scales. The results of the evaluation are shared with parents and teachers and appropriate programming is determined.

Enrollment

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

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

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

The enrollment status for students with disabilities is not significantly different at Berlin Brothersvalley compared to the state percentages for all populations except Other Health Impaired and Speech and Language Support. Berlin Brothersvalley School District's percentage for OHI (Other Health Impaired) students is 20.2% and the state percentage is 15.7%. Since the last Special Education Plan, the District's OHI numbers have reduced from 24%. Our parents are knowledgeable and conscientious about having their children evaluated if they see a need. They seek evaluations through their pediatrician and/or psychologists from Behavioral Support Agencies. Many times, before a student is evaluated by our school psychologist for academic reasons, parents have already accessed these resources outside of the district. Evaluations and diagnostic information from these outside providers are considered when identifying a student as needing special education services, resulting in a higher number of students identified as Other Health Impaired.

Parents also are knowledgeable of the IU8 resources for Pre-school Speech and Early Intervention services through Head Start. Students transition from Pre-school to Kindergarten with an IEP already in place to address speech and language needs. The District enrollment for Speech and Language is 21% and the State enrollment is 14.5%.

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?

Currently there are no facilities or institutions within the Berlin Brothersvalley School District that would meet criteria for Section 1306 of the Pennsylvania School Code.

1. To meet its obligation under Section 1306 of the Public School Code, the following is addressed: The host district where the facility resides is responsible for the education of students within that facility. This includes students with disabilities who may be placed in the facility. The host district is responsible for providing a Free Appropriate Public Education (FAPE), through an Individual Education Program. This is in accordance with the Individuals with Disabilities Act. It is also in accordance with the Rehabilitation Act of 1973 and 22 PA Code Chapter 15 for a "student with a handicapping condition" who has a Service Agreement.

2. The District ensures that students are receiving FAPE by following several procedures. As soon as a new student enrolls in the district, a plan is in place to quickly acquire the necessary information and paperwork related to the student's disability to ensure that the student begins to receive appropriate services, particularly if they are a child who meets the 1306 criteria. The Special Education Director and building level guidance counselors work cooperatively to collect all necessary paperwork to ensure continuation of services for students.

When not prohibited by court order, an identified IEP or 504 student with a disability, must be considered for an educational placement within the host district's public schools. While conducting the IEP, the IEP team, including the parent and host district, may consider an alternate educational placement to appropriately meet the students needs. In this case, the host district is responsible for ensuring FAPE and that any needed special services are provided. This is consistent with 22 PA Code Chapter 14 and the IDEA or with 22 PA Code Chapter 15 and 504 of the Rehabilitation Act. The IEP team follows the IEP process for students who are eligible under Chapter 14. The host district is responsible for making decisions regarding IEP goals, specially designed instruction and educational placement. The host district is also responsible for progress monitoring and reviewing educational services for students on a continuous basis. This is to occur and at least as often as report cards are issued. Maintaining contact with the resident school district regarding the student's placement and progress is also the responsibility of the host district. Developing a Service Agreement for a "qualified handicapped student" under Chapter 15 is also the responsibility of the host district. This includes conferring and meeting with the family of the student to develop the Service Agreement.

In addition to providing FAPE to eligible students, the host district is also responsible for Child Find. It is the host district's responsibility to find children thought to be eligible for

special education services and/or accommodations within the host school district's jurisdiction. This also includes evaluating any student for whom an evaluation request has been made.

The resident school district is identified as that district where the parent(s) reside. It is the resident district's responsibility to meet the financial obligation to the student's education. The resident district also has the duty to work collaboratively with the host district. The resident district has a duty to cooperate with the transfer of records and plays a role in student monitoring and educational planning. The host district is responsible for maintaining contact with the district of residence. They should keep the resident district informed of plans for educating the student and seek the advice of the resident district in making those plans with regard to the student.

3. The district has not experienced any barriers that limit its ability to meet its obligations under Section 1306 of the Public School Code. Berlin Brothersvalley School District has and will continue to meet its obligations under Section 1306.

Incarcerated Students Oversight

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

The Berlin Brothersvalley School District works with the neighboring district, Somerset Area School District to work with any BBSD students who may be incarcerated. The Somerset Area School District provides services for incarcerated youth because the facility is located in their district. Both districts work collaboratively to ensure that eligible students who are incarcerated are provided FAPE. Somerset contracts with Appalachia Intermediate Unit 08 for that educational service. If a student is incarcerated outside the county, our district quickly gets the IEP and Evaluation Report (ER) to the facility to ensure FAPE is provided.

Each week, personnel at the Somerset jail provide a list of all inmates between the ages of 18 and 21 to the IU 08 teacher. Eligible inmates are provided with an Educational Services Request Form. The teacher meets with each student individually to explain the services that are available and to answer any questions the inmate may have. After records are requested from BBSD by the IU8 teacher, our school forwards those records to the teacher. Somerset Area School District and IU 08 review the special education records and complete a re-evaluation if it needs to be done before the IEP meeting. If a re-evaluation does not need to be completed, the IEP meeting is held. Our district is invited to attend with the Director of Special Education from Somerset Area School District, acting as chairperson for the conference. All represented entities work collaboratively to provide needed services for the student. The IEP focuses on the student's future goals and developing an appropriate IEP, including a transition plan. The transition plan addresses the requirements that the student must complete so the student can earn a diploma. Also, linkages that the student can access upon release from jail are addressed. A Notice of Recommended Educational Placement is

issued by Somerset Area School District upon completion of the IEP. Depending upon the IEP, a diploma is issued from either Somerset or Berlin Brothersvalley when graduation requirements are successfully completed.

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. Our district continues to incorporate numerous supplementary aids and services to implement inclusion in an effort to provide the least restrictive environment for students with disabilities. Teams of teachers have attended trainings at PaTTAN and Appalachia Intermediate Unit 08 on literacy, math, inclusion practices and positive behavioral support. Building Principals have provided inservice on co-teaching and provide schedules that allow the Special Education teacher to work collaboratively with the grade level Regular Education teacher to provide support to included IEP students. These trainings have allowed our special education teachers to co-teach with their regular education co-workers in math, reading and English. The district also has one full time teacher for Autistic Support at 50% and Emotional Support at 50%. This allows for a person on site every day to meet the unique needs of these populations. It allows them to be included in the regular education setting more than 80% of the school day.

As per discussion with the Bureau of Special Education, the school district will make plans for the future for our low incidence students. To meet FAPE and LRE requirements, an MDS/LSS class will be created in the Middle/High school wing of the building complex. This will ensure a continuum of services for district students who are low incidence.

2. The District's Instructional Coach works with teachers on strategies learned from Instructors from the National Institute of School Leadership and IU8 that have come to the district. They are working collaboratively with our regular and special education teachers on implementing the various educational strategies through LTRs training and comprehensive data analysis. Trainers from IU8 are working with the staff on PLN (Pennsylvania Literacy Network) and a multitude of strategies to improve literacy. Special

Education and Regular Education teachers are implementing common core strategies that focus on peer collaboration, think-pair-share strategy, close reading strategies and graphic organizers. Guided Reading is conducted in Elementary grades. In content area classes, teachers use Reading Guides to assist with text comprehension. The Collins I, II and III writing program has been implemented district wide by Regular and Special Education teachers.

To analyze student growth, 3rd/ 4th grade regular and special education teachers are using Classroom Diagnostic Tests (CDT) in literacy and math. The Study Island diagnostic test is also administered in reading and math for grades 3-8. We have used data collected through the PSSA's, DIBELS, individual assessments and progress monitoring to determine appropriate levels of support for students and to ensure that students with disabilities are educated with their non-disabled peers. Special and Regular Education teachers in grades K-4 use Quick Phonics Screening (QPS) and spelling inventory results to analyze growth and diagnose problem areas for students. CDT's are also used for High School students in the Keystone courses of Algebra, Biology and Literature/Composition. A majority of our Special Education teachers have cross certifications in Regular Education, Math, and English. These cross certifications allow the district to provide better inclusionary practices and support to keep students in the regular education setting to the maximum extent possible.

We continue to implement a period each day in the middle and high schools for extra support in the core curriculum areas. Students are assigned to the learning support teacher to receive assistance with inclusion classes. This time is also available for the students to seek assistance from the regular education teacher when required. Because our special education teachers have multiple certifications, they also teach regular education classes in middle school English, math, science and reading. When students view special education teachers as "regular" teachers, this helps our inclusion model and continues to alleviate the stigma that can be attached to having an IEP.

The computer based internet program, Study Island, is a tool that continues to be available to students that addresses the state standards and enables students to work at their ability levels within a regular classroom setting. The Mac computers used by students allow them to highlight printed text on the computer and literally, with the press of a button, listen to the highlighted material.

The Program, "Science: It's Elementary" was previously implemented in grade K-4 with students to participate in hands-on science activities that allow for cooperative learning and successful inclusion in science. Now the District has been creating its own kits in the elementary school and has expanded the program to the middle school for grades 5-8 classes. With varying levels of accommodations and modifications, Learning Support and Life Skills students are included in science, actively participating in group lab projects. Supplementary aids and services provided to students with IEPs include any number of the following types of supports to assist them in the the regular education classroom: Specialized instruction, reteaching of difficult concepts, computer assisted instruction, assistive technology-with ipods and/or ipads, preferential seating, standing near student to assist with attention to task, verbal prompting to stay on task, positive verbal

reinforcement, modified tests include: reduced multiple choice, word banks, sentence starters, highlighting, copies of notes provided with blanks so the student can complete the study guide while the teacher is presenting the notes, study guides, district provided agenda to assist with organization, inclusion support-the special education teacher and/or paraprofessional supports students included in the regular classroom, social stories and visual schedules-for students on the Autism spectrum, and positive behavior support plans-for those whose behavior impedes their learning or the learning of their classmates, and adapted rubrics for writing and graduation projects when need dictates.

As a District we endeavor to keep up with the latest training opportunities and programs that provide diagnostic and prescriptive interventions for students in an inclusionary, least restrictive environment. Recently, Regular Education and Special Education teachers have been trained in the Exact Path training through Edmentum. It is a diagnostic assessment in Reading, Language Arts, & Math. It is adaptive and will give students questions based on their answers (correct, moves ahead; incorrect, moves back), and will then show skills mastered and at what grade levels. It will program the skills at the instructional levels in an individual pathway for each student. A common progression will be a tutorial and a quiz, another tutorial, quiz, etc. There may be one tutorial or up to four per skill and then an overall progress check. The students earn trophies when they pass the progress checks with 80% and then move on. On the students' levels, not specifically on grade level like Study Island. Reports can be printed of mastered skills and what are the instructional skills and at what level. Berlin is thinking about BOY, MOY, and EOY Diagnostic Testing. It is designed to help students work up to grade level, and can even work beyond too. It provides teachers with data to incorporate into their lesson plans when they see students struggling with specific skill areas.

3. If a student requires a private institution or an outside placement in a neighboring district, it occurs when all resources at the district level have been exhausted. At times the district has utilized placements outside of the district. These placements are necessary to meet the unique needs of the students. The IEP team convened and when necessary held an IEP meeting, CASSP (Children and Adolescents Service Supports Program) meeting, Manifestation Determination and/or Re-evaluation and Functional Behavior Assessment to determine how best to meet the students' needs. The Berlin Brothersvalley School District makes every effort to provide the least restrictive environment in the schools of the district with every student as determined by the individual's IEP.

When analyzing our district's SPP targets the percentage of students "educated inside the regular education classroom more than 80% of the school day" is 70.8%. This is more than the state average which is 62.%. We are including more students in regular education than the state average. Our other percentages are not reported as it "guards against improper statistical comparison due to small group sizes and to protect the confidentiality of those students with disabilities" in those categories of supplemental and full-time percentages. In other words, these groups are so small, that they are not recorded on the district's SPP targets. The state target is 9.3% for students inside the regular class less than 40% and 4.9% for students in other settings.

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.

1. Berlin Brothersvalley School District behavior support policy, 113.2.BEHAVIOR SUPPORT FOR SPECIAL EDUCATION, is in alignment with state standards for the safety of our students. It provides Positive Behavior Support plans for students whose behaviors impede their learning or the learning of other students. Prior to writing the behavior support plan, the IEP team gathers information on antecedents to behavior through interviewing team members, observing behavior and trying to determine patterns in behavior. This Functional Behavioral Assessment is key to providing safe and secure interventions to students whose behavior can be harmful to themselves and/or others.

2. The school district is committed to keeping staff members updated on safe de-escalation techniques. Personnel with certification in Non-Violent Crisis Intervention use the de-escalation techniques as part of the positive behavior support plan. By following behavior plans closely and employing these techniques, the team can keep behaviors from escalating. In the event where a student does escalate and will be harmful to themselves or others, a physical restraint is used. Only trained certified staff use these techniques. Trained staff include administration, teachers, personal care aides and transportation aides for specialized transportation situations.

Physical restraint is only written into an IEP and Positive Behavior Support Plan to be used as a last resort. A student with an IEP must be in danger of hurting themselves or others for it to be considered to be written into the Positive Behavior Support Plan. If a physical restraint is used to manage aggressive behavior, Berlin Brothersvalley School District follows district policy and notifies the parent/guardian of the use of restraint as soon as practical following the incident. The Department of Education is also notified.

An IEP meeting is convened within ten school days of the incident involving the use of the restraint. After written notification, the parent can agree to waive the meeting. The IEP meeting can result in any of the following: conducting a new Functional Behavior Assessment, revising the Positive Behavior Support Plan, revising the IEP, and/or conducting a Re-evaluation.

A restraint is only used as a last resort and is not used as an aversive technique. The behavior support policy lists these aversive techniques, which include NOT using corporal punishment, locked rooms, depriving basic human needs, electric shock, demeaning treatment, and the use of noxious substances. Prone restraints are also prohibited and this is listed in the district's behavior support policy. Also included in the policy is the required reporting of the use of restraints to the Department of Education.

As a district, Berlin Brothersvalley continues to use the Olweus Bullying program to provide for a safe learning environment for students. Each building in the district employs

incentives to students for positive behavior and each classroom teacher has his/her own classroom management incentives to promote positive behavior, which help support a student with an IEP who has a Positive Behavior Support Plan.

3. The District contracts with ACRP and DBHS for School-Based Behavioral Health Services. These counselors meet with identified students in a 1-1 setting and address their behavior health needs. The District also has trained staff in each building to participate in the Student Assistance Program which provides supportive interventions for students requiring this service. The SAP teams, Guidance staff, building level principals and School Social Worker, contracted through IU08, work collaboratively to ensure that students are provided with appropriate supports.

Intensive Interagency/Ensuring FAPE/Hard to Place Students

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

1. The Berlin Brothersvalley School District's Student Assistance Program (SAP) team meets regularly with area agencies. These agencies include Somerset Children and Youth Services, Bedford-Somerset DBHS, Social Worker from IU08 and Somerset County Drug and Alcohol. Through weekly meetings with these agencies, the lines of communication are kept open. When a student is being followed through the Student Assistance Program, there are already many services in place to support him in the regular education environment. When and if the time comes for a placement that is more restrictive, the contact information and data is ready to make the placement as quickly as possible so no child is denied FAPE (Free Appropriate Public Education).

2. Some Alternative Education programs that have assisted our district in providing an educational placement for Hard to Place Students are Extended Family Academy in Bedford County, Nulton Diagnostic Program in Bedford, Somerset School District - Children's Aid Home Options Program, Children's Aid Home Day Treatment Program, Pressley Ridge in Johnstown, ACRP and NHS.

When these programs have not been able to assist the district, the CASSP system can be of assistance in finding an educational placement for these hard to place students. Appalachia Intermediate Unit 08 supervisors and other resource coordinators through IU 08 are also useful resources to the district in this situation.

DBHS caseworkers, Children and Youth Services caseworkers and Behavioral Support Coordinators (BSC) are invited to IEP meetings for their students. These support personnel also provide their expertise when a student may be hard to place.

Behavioral support agencies have also been of assistance. Some of these agencies also have alternative education components. A student may already have services through a behavioral support agency. If these students are approaching a point where they are hard to place, the behavioral support agency has been of assistance in the past.

Berlin Brothersvalley School District also has K-12 autistic support services and K-12 Emotional Support provided by one teacher. This teacher can provide immediate services for students. This works as a preventive measure before placement. This teacher works in our respite room. This is equipped with various types of sensory equipment and works well to prevent behaviors from escalating. The district houses a middle/high school Life Skills classroom, a class for students with multiple disabilities, and seniors who have opted to stay for a 13th year and beyond. By having these programs in place, we have multiple options for placement of students. In addition, our speech pathologist, autistic support teacher and life skills teacher have had training in assistive technology that assists in meeting those needs in-house without having to look outside the district for support. District teachers also participate in Networking groups started by IU8. These include the AS/ES Network and Life Skills/MDS Network.

At times a placement may be available for a student, but transporting the student is difficult. The district has transportation aides to maintain behavior on the van or small bus that transports the student. Behavior plans and crisis intervention strategies are reviewed with these staff members to alleviate escalation of behaviors during transportation. Van aides are also trained in non-violent crisis intervention to learn strategies to de-escalate students. Our district also attends quarterly behavioral re-evaluation meetings for our students that receive TSS and BSC services. The services from these agencies help students stay in an inclusive setting within a regular school rather than be placed in an alternative setting. Positive Behavior Support plans are written for these students and are part of their IEP.

3. When it has been needed for students, the Berlin Brothersvalley School Board has approved the hiring of a behavioral aid for students who require this support to continue to be included with their peers in their district of residence and to provide FAPE.

Assurances

Safe and Supportive Schools Assurances

The LEA has verified the following Assurances:

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

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

Special Education Assurances

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

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

24 P.S. §1306 and §1306.2 Facilities

There are no facilities.

Least Restrictive Environment Facilities

Facility Name	Type of Facility	Type of Service	Number of Students Placed
Pressley Ridge Day School	Other	Emotional Support, Autistic Support	2

Special Education Program Profile

Program Position #1 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: August 29, 2016

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	5 to 18	15	0.5
Justification: Students are seen individually in all three district schools.				
Locations:				
Berlin Brothersvalley	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Autistic Support	8 to 14	3	0.5
Justification: Students are seen individually in all three district schools.				
Locations:				
Berlin Brothersvalley	A Middle School Building	A building in which General Education programs are operated		

Program Position #2 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: October 14, 2014

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
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Itinerant	Deaf and Hearing Impaired Support	12 to 17	1	0.2
Justification: Students are seen individually in all three district schools.				
Locations:				
Berlin Brothersvalley	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	12 to 14	11	0.8
Locations:				
Berlin Brothersvalley	A Middle School Building	A building in which General Education programs are operated		

Program Position #3 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: October 14, 2014

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	15 to 18	2	0.6
Locations:				
Berlin Brothersvalley High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	17 to 18	8	0.2
Locations:				
Berlin Brothersvalley High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Autistic Support	15 to 17	2	0.2
Locations:				
Berlin Brothersvalley	A Senior High School Building	A building in which General Education programs are operated		

Program Position #4 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: October 14, 2014

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 16	15	0.7
Locations:				
Berlin Brothersvalley High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Autistic Support	14 to 16	1	0.3
Locations:				
Berlin Brothersvalley High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #5 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Position*Implementation Date:* October 14, 2014

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	10 to 12	7	0.4
Locations:				
Berlin Brothervalley Middle School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	10 to 12	7	0.2
Locations:				
Berlin Brothersvalley Middle School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Autistic Support	10 to 12	1	0.2
Locations:				
Berlin Brothersvalley Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #6 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Position*Implementation Date:* October 14, 2014

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	5 to 8	10	0.75
Justification: Students are seen separately by age/grade level with age/grade level peers				
Locations:				
Berlin Brothersvalley Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Autistic Support	6 to 9	2	0.25
Justification: students are seen with age/grade level peers				
Locations:				
Berlin Brothersvalley School District	An Elementary School Building	A building in which General Education programs are operated		

Program Position #7

Operator: School District

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	5 to 18	21	1
Justification: Students are not seen together but in small groups of the same age or individually.				
Locations:				
Berlin Brothersvalley Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #8 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: August 29, 2017

Explain any unchecked boxes for facilities questions: Classroom is the same as before. Position for Teacher CF was reconfigured from .5 GE to Supplemental LS and other segments adjusted accordingly.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	8 to 10	15	0.7
Locations:				
Berlin Brothersvalley Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	8 to 10	5	0.1
Locations:				

Berlin Brothersvalley Elementary School	An Elementary School Building	A building in which General Education programs are operated		
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Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Autistic Support	8 to 10	2	0.2
Locations:				
Berlin Brothersvalley Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #9 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: ClassandPosition

Implementation Date: August 23, 2019

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Multiple Disabilities Support	7 to 17	4	1
Justification: Age range waiver is signed by parent of youngest and eldest students. Developmentally the class is appropriate.				
Locations:				
Berlin Brothersvalley Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Special Education Support Services

Support Service	Location	Teacher FTE
Paraprofessional	Berlin Brothersvalley Middle School	1
Paraprofessional	All Buildings at BBSD	1
Paraprofessional	All Buildings at BBSD	1
Paraprofessional	Berlin Brothersvalley Elementary School	1
Special Education Supervisor	All Buildings	1

Special Education Contracted Services

Special Education Contracted Services	Operator	Amt of Time per Week
Physical Therapy	Outside Contractor	2 Hours
Occupational Therapy	Outside Contractor	27 Hours
School Psychologist	Intermediate Unit	8 Hours
School Social Work	Intermediate Unit	7.5 Hours

Needs Assessment

Record School Patterns

Question:

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

What other information do you still need to assess?

Answer:

We have no schools identified for school improvement under ESSA guidelines.

District Accomplishments

Accomplishment #1:

Teachers, counselors and administrators are becoming more skilled at using data to drive instruction, building teacher and student schedules to provide the supports needed by individual students and determining appropriate assessments to measure student academic progress.

Accomplishment #2:

Student-led conferences were piloted in grades 2 and 7 during 2018-2019 as part of the initiative to enhance college and career readiness skills, engage parents more fully in the education process and develop reflective thinking skills.

Accomplishment #3:

Programs in college and career readiness (339 Plan) have been expanded in grades k-12 to include local visits to business and industries by staff and students. In addition, local businesses have sent representatives to interact with students in classes as well as participate in graduation project presentations.

Accomplishment #4:

The district has enhanced the integration of academics, arts and athletics to produce a well rounded student who will contribute to society and lead a fulfilled life.

Accomplishment #5:

The district has upgraded safety infrastructure through adding surveillance cameras, panic buttons, a Safety Coordinator and a police officer through the local Borough Police Department.

District Concerns

Concern #1:

Being able to continue providing a quality education due to funding limitations is a major concern. It is increasingly costly to maintain the facilities, provide for security and provide equal access to all students for instructional technology. It is also more costly to maintain staff who provide a variety of functions for students.

Prioritized Systemic Challenges

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

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

Systemic Challenge #3 (*Guiding Question #3*) Establish a district system that fully ensures staff members in every school use standards aligned assessments to monitor student achievement and adjust instructional practices.

Systemic Challenge #4 (*Guiding Question #4*) Establish a district system that fully ensures high quality curricular assets (e.g. model curricula, learning progressions, units, lesson plans, and content resources) aligned with state standards and fully accessible to teachers and students.

Systemic Challenge #5 (*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.

Systemic Challenge #6 (*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.

Systemic Challenge #7 (*Guiding Question #5*) Establish a district system that fully ensures barriers to student learning are addressed in order to increase student achievement and graduation rates.

District Level Plan

Action Plans

Goal #1: Establish a district system that fully ensures consistent implementation of standards aligned curricula across all schools for all students.

Related Challenges:

- Establish a district system that fully ensures the consistent implementation of effective instructional practices across all classrooms in each school.
- Establish a district system that fully ensures staff members in every school use standards aligned assessments to monitor student achievement and adjust instructional practices.
- Establish a district system that fully ensures high quality curricular assets (e.g. model curricula, learning progressions, units, lesson plans, and content resources) aligned with state standards and fully accessible to teachers and students.

Indicators of Effectiveness:

Type: Annual

Data Source: School Performance Profile (SPP), PSSA, Keystone Exams, and PVAAS information

Specific Targets: Every grade level K-12 will have a viable, written curriculum that is aligned to standards and assessments.

Teachers will be observed using effective, research based instructional practices.

Data analysis of standards based formative assessments will provide information used to monitor student progress and adjust instruction.

Strategies:

Common Assessment within Grade/Subject

Description: WWC reports the effective use of data can have a positive impact upon student achievement; using common assessments to inform teacher practice is one such use of data. (Source: http://ies.ed.gov/ncee/wwc/pdf/practice_guides/dddm_pg_092909.pdf?)

Teacher Moderation: Collaborative Assessment of Student Work and Common Assessments provide detailed looks at the development and use of common assessments. (Sources: http://www.edu.gov.on.ca/eng/literacynumeracy/inspire/research/Teacher_Moderation.pdf and Common Assessments: Mike Schmoker. (2006) Results Now: How We Can Achieve Unprecedented Improvements in Teaching and Learning. Alexandria, Va.: ASCD.) Resource: <http://effectivestrategies.wiki.caiu.org/Assessment>

SAS Alignment: Assessment, Instruction

Data Analysis Procedures, Data-Informed Instruction, Data Teams & Data Warehousing

Description: Using Student Achievement Data to Support Instructional Decision Making provides a WWC reporting of various strategies related to the acquisition, analysis, and application of student data. (Source: http://ies.ed.gov/ncee/wwc/pdf/practice_guides/dddm_pg_092909.pdf)

SAS Alignment: Assessment, Instruction

Instructional Coaching: The Principles of Partnership

Description: Kansas Coaching Project: Instructional coaches are on-site professional developers who teach educators how to use proven instructional methods. To be successful in this role, coaches must be skilled in a variety of roles, including public relations guru, communicator extraordinaire, master organizer and, of course, expert educator. (Source: <http://instructionalcoach.org/about/about-coaching> 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

Curriculum Mapping

Description: A curriculum map is a working document that illustrates exactly what is taking place in classrooms. Maps reveal what is being taught over the course of a year, within a unit of study, and even down to a specific lesson. Often, a map for a lesson will include essential questions, the content that will be covered, skills students will demonstrate if they understand the content, assessments, and activities. (Sources: [Getting Results with Curriculum Mapping](#))

SAS Alignment: Curriculum Framework

Differentiating Instruction

Description: Empirical validation of differentiated instruction as a package was not found; however, a large number of testimonials and classroom examples of positive effects have been reported. (Sources: Learning Styles: Concepts and Evidence, http://www.psychologicalscience.org/journals/pspi/PSPI_9_3.pdf; Learning Styles, http://en.wikipedia.org/wiki/Learning_styles#cite_note-33; WWC: Assisting Students Struggling with Reading: Response to Intervention and Multi-Tier Intervention in the Primary Grades, http://ies.ed.gov/ncee/wwc/pdf/practice_guides/rti_reading_pg_021809.pdf Differentiated Instruction Reexamined, <http://www.hepg.org/hel/article/499>; Investigating the Impact of Differentiated Instruction in Mixed Ability Classrooms, <http://www.icsei.net/icsei2011/Full%20Papers/0155.pdf>)

SAS Alignment: Instruction

Reading Across the Curriculum

Description: "This report looks at what reading across the curriculum interventions states and districts might consider in their plans to improve reading outcomes at the secondary level. Seven interventions were identified for review: ReadAbout, Reading in the Content Areas, Concept-Oriented Reading Instruction (CORI), CReating Independence through Student-owned Strategies (CRISS), Reading Apprenticeship, Literacy First, and Strategic Instruction Model?Content Literacy Continuum (SIM?CLC). While not an exhaustive list of the professional development interventions available, these seven represent the types of external support that schools might access. Of the seven interventions, only Concept-Oriented Reading Instruction has had several quasi-experimental studies and an experimental study conducted on its effectiveness. In addition, four interventions?ReadAbout, CReating Independence through Student-owned Strategies, Reading Apprenticeship, and Strategic Instruction Model?Content Literacy Continuum?are currently the focus of federally funded studies that will examine the interventions? effectiveness through experimental studies." (Source: http://ies.ed.gov/ncee/edlabs/regions/southeast/pdf/REL_2007003.pdf) Resource: <http://effectivestrategies.wiki.caiu.org/Instructional+Practices>

SAS Alignment: Instruction

Implementation Steps:

Curriculum Mapping

Description:

- Teachers will complete a gap analysis of standards for each subject area.
- A curriculum framework, using the Understanding by Design model, will be developed for each subject.
- Grade level and subject area representatives will complete a vertical articulation for each subject area.

Start Date: 7/5/2019 **End Date:** 6/30/2022

Program Area(s): Professional Education

Supported Strategies:

- Common Assessment within Grade/Subject

Common Assessment

Description:

- Teachers at each grade level or in each department will develop common, formative assessments based on curricular expectations.

Start Date: 9/12/2019 **End Date:** 6/3/2022

Program Area(s):

Supported Strategies:

- Data Analysis Procedures, Data-Informed Instruction, Data Teams & Data Warehousing

Data Analysis Procedures and Data Informed Instruction

Description:

- All formative assessments that are developed will be analyzed on a regular basis to determine effectiveness and to realign resources.
- Assessment results will be used to determine programmatic and instructional changes.
- Teacher observation will be used to monitor data informed instruction.
- Implementation of Classroom Diagnostic Tools (CDT's) - Grades 8-10.
- Study Island benchmarking (3-8).
- EdInsight will be the tool used for data analysis.

Start Date: 9/6/2019 **End Date:** 6/3/2023

Program Area(s):**Supported Strategies:**

- Common Assessment within Grade/Subject
- Instructional Coaching: The Principles of Partnership

*Technological Resources for Instruction***Description:**

Description: Beginning in August of 2019 the district will purchase chromebooks for all tenth through twelfth grade students. The process will reallocate the technology resources in these grade levels and allow additional tools for elementary and middle school grades. Teachers will have access to training on google applications and chromebook features. Twenty-five MacBooks will be sent to the middle school to add an additional mobile computer lab. Approximately, 200 iPads will be distributed to elementary classrooms. The ongoing plan will require the purchase of chromebooks for students matriculating to 10th grade each year.

Evidence: The chromebooks will be purchased prior to the 2019-2020 school year and be distributed to 10-12 grade students during the first week of school. The reallocation of technology resources will be completed over the summer for use at the beginning of the school year by elementary and middle level students. We will continually assess the plan and modify as needed.

Start Date: 9/2/2019 **End Date:** 6/2/2022

Program Area(s): Educational Technology

Supported Strategies:

- Data Analysis Procedures, Data-Informed Instruction, Data Teams & Data Warehousing
- Differentiating Instruction

Appendix: Professional Development Implementation Step Details

No Professional Development Implementation Steps have been identified for Berlin Brothersvalley SD.

District Level Affirmations

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

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

No signature has been provided

Board President

No signature has been provided

Superintendent/Chief Executive Officer

Special Education Affirmations

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

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

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

Affirmed by Larry Philip on 4/2/2019

Board President

Affirmed by David Reeder on 4/1/2019

Superintendent/Chief Executive Officer