Proposed Draft

Delaware Valley SD

District Level Comprehensive Plan

07/01/2013 - 06/30/2016

Please Note that the plan was generated from the Pennsylvania Department of Education's Online planning tool. The Department of Education is currently working on resolving a number of chart and text formatting issues; In the meantime the Delaware Valley School District has no control over the formatting issues that appear to be errors.

District Profile

Demographics

236 Route 6 and 209
Milford, PA 18337-9454
(570) 296-1800
Superintendent: John Bell

Planning Process

The District Level Planning Team met twice monthly to review the off line tool and review/revise the district's profile, the mission, vision and shared values. These were also reviewed by school board members and by the existing Strategic Plan/Educational Leadership Committee composed of board members, administrators, teachers from each school, and community members. School Level Planning Teams met to complete the Needs Assessments. The District Level Guiding Questions were made available to all staff members via the district website. The District Level Team used input from School Level Teams, The Special Education Subcommittee and the Professional Education Committee to identify goals and measurements, and to develop action steps; action plans will be implemented, monitored, and revised as necessary during the three year span of the Comprehensive Plan.

Mission Statement

Delaware Valley School District, the educational leader of our community, strives for excellence with dedication to diverse educational opportunities. Students of all ages are challenged to maximize intellectual, emotional, social and physical potential. Values, knowledge, and skills are nurtured in partnership with family and community. Learning takes place in a safe and positive environment that respects individual differences. Delaware Valley offers a dynamic core curriculum enhanced by the creative use of technology. Our commitment to life-long learning promotes success in an ever-changing global society.

Vision Statement

Delaware Valley School District - Educating for Life's Journey.

Shared Values

All students should be responsible, be respectful, follow directions, keep hands and feet to themselves, be on time and be ready.

Education is the shared responsibility of the school, the governing authority, the students, the family and the community.

Technological proficiency is essential to students' future success.

All school staff are leaders and innovators in education and are positive role models.

Quality teaching along with authentic, relevant and challenging activities produces individualized learning that encourages student leadership and critical thinking.

Learning is a continuum that occurs inside and outside the school, encouraging students to become life-long learners who can discover and develop their unique potential.

School, parents and the community work together to prepare students to contribute positively to a democratic society and world community.

Students learn best in a non-violent, drug-free, nurturing environment.

Co-curricular activities complement the academic program, enhance the learning process and prepare the student for life's experiences.

Parents have the responsibility to ensure that their children attend school on a daily basis.

Respect for the natural environment and local history is an important part of our community ethos.

Educational Community

Geographic Location and Community Context

The Delaware Valley School District is locate in Pike County, a scenic region of northeastern Pennsylvania nestled in the Pocono Mountains and bordered by the Delaware River. The district is approximately 75 miles from Manhattan; railroad and bus service as well as several major highways provide access to the New York metropolitan area. The district, which encompasses five townships and two boroughs, is composed of one high school, two middle schools, three elementary schools and one primary school. These schools are currently located at three sites and serve students from pre-kindergarten through twelfth grade. Tourism and real estate transactions form the primary basis of the local economy; both have suffered during the recent recession and its subsequent sluggish recovery. County, township and

borough officials strive to balance economic development with environmental responsibility, both of which have a significant impact on public education.

Other Facilities

All three of Delaware Valley's sites provide playing fields for physical education classes and intramural and/or interscholastic athletic teams. Because the high school serves all students from grades nine through twelve and shares outdoor space with the Delaware Valley Middle and Elementary Schools, this campus has borne the brunt of the district's rapid growth. In 1997, a sports complex including a lighted stadium field, bleachers, a press box and an all weather track were added to the rear of the site. In 2000, the district completed a physical education facility housing locker rooms and training equipment for all athletic teams; this building is also located on the Delaware Valley campus. During the summer of 2004, the stadium field was renovated with field turf, thereby creating a durable, low maintenance surface for the district's athletic programs. The new turf provides for more extensive use of this field and frees other fields for practice and physical education classes.

In 2000, the district embarked on a capital improvement project to update its administrative facilities. The Administrative Offices, originally constructed in 1982 with the help of students from the Vocational-Technical program, had become extremely overcrowded and inadequate to meet the district's needs as rapid growth necessitated a more complex structure of administrators and clerical staff. The 3,000 square foot addition provided a board room, a conference room, a lobby area with facilities for three secretaries, and offices for the district superintendent, technology director, and director of curriculum and instruction. The existing facility was renovated to house the offices of the business manager and his staff, as well as the district's strategic plan administrator. The current administration building also includes modern kitchen and bathroom facilities and a spacious storage area that houses district archives and a small library.

Summary of Academic Programs, Grouping Patterns, and Scheduling

The primary and elementary grades use a variety of grouping patterns based on student needs. Students study math, reading, language arts, science and social studies daily, with specials such as physical education, art and music provided on a rotating basis. Other special instructional areas include guidance, which promotes social skills and early career awareness, and the Drug Awareness and Resistance Education (DARE) program. Early diagnostic tools and programs include DIBELS, Fundations, Reading Counts, STAR Reading, STAR Math, and Scholastic Reading Inventory.

At the secondary level, Delaware Valley operates on a traditional seven-period schedule. In the district's two middle schools, the core subjects of reading, language arts, mathematics, science and social studies are scheduled five days a week for the entire school year, while classes such as health and physical education, family and consumer science, music, art and technology education are rotated each marking period. Students have the option of taking band, chorus and orchestra as a rotating daily class. Sixth

grade students, who are housed at Shohola Elementary School, Delaware Valley Elementary School, and Dingman Delaware Middle School, are grouped by ability in math, reading, and language arts, heterogeneously in social studies and science. In seventh and eighth grade, students who do not need remediation in reading study Spanish, French or German, using curricula and assessments identical to those offered in the same classes at the high school level. Seventh and eighth grade students are grouped by ability in all core subject areas.

Delaware Valley High School is able to offer a broad range of courses at a variety of levels. As mandated by the Pennsylvania Department of Education, all high school students take four one-year credits of English and social studies and at least three credits of science and math. In addition, all students must complete four credits of electives, two credits of physical education, and two credits of humanities; humanities offerings include courses in world languages, music, art, family and consumer science, technology education, and *Baseball*, an interdisciplinary exploration of our national pastime. High school students are grouped by ability in the four core subject areas, which, with the exception of math, offer three levels: concepts, regular and advanced. The mathematics department offers a structured hierarchy of courses beginning in sixth grade; inherent in this structure is the potential for mobility as students' math skills progress. In addition to the three basic levels, the high school offers a three-period honors math and science block as well as integrated English and social studies courses in grades nine, ten, and eleven. Delaware Valley High School also offers a wide choice of electives, including Advanced Placement courses in English, mathematics, history, science, and the arts as well as classes that teach study skills and provide preparation for standardized tests. Students have the opportunity to take online courses monitored by faculty members; they may also take concurrent enrollment courses in conjunction with Keystone College and Luzerne County Community College. The high school offers a comprehensive on-site Vocational-Technical Education Program as well as a senior Coöp Work Program through the Business Department.

Delaware Valley provides opportunities for gifted students at the elementary, middle, and high school levels. Individualized instruction for ESL students is available throughout the district, with emphasis on literacy skills as well as learning strategies that can be generalized into all content areas.

Special Education placements in the Delaware Valley School District include both resource rooms and inclusion; the district provides programs such as Autistic Support, Life Skills Support, and Learning Support. The district also provides speech and language therapy and employs psychologists and social workers. A behavioral therapist from IU 20 works with students in emotional support classes.

In addition to the credits required for graduation, all students must complete a research project and a project that incorporates technology tools; they must also demonstrate standards-based achievement in the following areas: Reading, Writing, Speaking and Listening; Mathematics; Science and Technology; Environment and Ecology; Civics and Government; Economics, Geography, and History; Arts and Humanities; Career Education and Work; Health, Safety and Physical Education; Family and Consumer Science. All students with individualized education plans complete the graduation requirements as listed

in the IEP. For a more detailed description of Delaware Valley's academic programs, please see the district's course description guide. This guide is updated annually and is available to students, parents and the general public in the high school guidance department and the district office.

The Delaware Valley School District has always been committed to the effective and appropriate use of technology. At every educational level, students, teachers and administrators have available to them the latest in assessment, instruction, and research applications. All secondary core content classrooms are equipped with interactive whiteboards, as are many elementary classrooms. All computers have high speed Internet access, and students are able to make use of technology in their classrooms, in labs and libraries, in the high school media center, or by utilizing laptop computers from mobile labs. The district is in the vanguard of schools using technology programs such as online learning, videoconferencing, Internet 2, and PowerSchool, a home-to-school communication tool.

In addition to its academic programs, Delaware Valley offers students an impressive variety of co-curricular activities. These include dramatic, artistic and musical performances and festivals, academic clubs and competitions, student government, student journalism, and intramural and interscholastic athletic teams in a wide variety of sports. The district also partners with the Pike County Public Library and the American Readers Theatre to promote literacy through the arts with initiatives such as The Big Read and The Writers Project.

School Climate

Throughout its rapid growth, the Delaware Valley School District worked diligently to sustain the ethos of a small school community. The high school has been broken down into two schools within the same physical facility, with ninth and tenth graders essentially separated from their older classmates. Within each school there are programs implemented by administrators, staff and students to provide tutoring, mentoring, counseling and other types of support for those who need it. District schools celebrate random acts of kindness with programs such as Good Deed Citations and Caught Being Good.

The school district recognizes the importance of communication, both within its schools and throughout the community. Several district schools have in-house television stations manned by student technicians, producers and anchors, and building principals communicate with parents via monthly email newsletters. School Board 2.0, a student initiative, provides live streaming of all school board meetings and work sessions. One high school senior and one junior represent the student body at school board meetings; their lively reports on the activities and accomplishments of their peers are enthusiastically received by board members, administrators and members of the public who attend these monthly meetings. Exceptional student achievement is celebrated in press releases to local and regional publications, as well as in the district newsletter.

Delaware Valley also strives to be a responsible and respected member of the broader local community of which it is a part. As the educational and recreational center of this community, the district operates an extensive year-round adult and community education program and makes its facilities available to local athletic, cultural, civic and charitable organizations as well as to individuals. Throughout the year, staff and student bodies participate in local initiatives to provide food, clothing and financial resources to families and individuals in need. Staff members are encouraged to become involved in civic and charitable organizations, and all members of the local community are welcomed as active participants in the district's mission to promote lifelong learning.

The Delaware Valley School District community includes a sizable population of senior citizens on fixed incomes, and the school district is well attuned to the unique sensibilities of this particular group of taxpayers. Senior citizens are the guests of honor during at least one event at each district school. Veterans are honored each year at a November football game, and the elementary schools host seniors at spelling bees and on Grandparents Days. Each spring the superintendent of schools hosts a Senior Citizens Day, during which older residents of the community are invited to interact with students, staff, administrators and school board members as they engage in a tour of the district's most innovative educational programs. The district is also extremely sensitive to the needs of families of local servicemen and women. The commitment and sacrifices of these community heroes are acknowledged and celebrated in a way that supports their children in an extended sense of family and community.

Summary of Financial Data

The district superintendent, the administrative staff, and the school board of the Delaware Valley School District strive constantly to balance fiscal responsibility with their commitment to provide students with quality educational programs and facilities. From 2004 through 2006, the district recognized a savings of nearly 1.2 million dollars through a bond issue that refinanced existing debt. Additional savings have accrued from increased Federal Impact Aid funding, a significant and equitable increase in the collection of delinquent real estate taxes, and continuing efforts to lobby state legislators to provide additional funding for growing school districts such as Delaware Valley.

Staff Characteristics and Stability

Delaware Valley School District is the largest employer in the district, with salaries and benefits that encourage stability. Many staff members live within the district; however, some teachers and administrators commute from areas as distant as Scranton and the Lehigh Valley, more than an hour away. The staff at Delaware Valley includes many young teachers and administrators as well as veterans.

The District Superintendent, the Director of Elementary Education, the Supervisor of Special Education, and one elementary principal hold Ph.D.s; several other administrators are currently enrolled in doctoral programs. All district administrators and many teachers hold Masters Degrees in their curricular fields and/or in education. There is no public or private university located in Pike County; however, the district

offers on-site graduate degree programs through Wilkes University. Teachers are encouraged to take advantage of these and other advanced degree programs through the incentives of tuition reimbursement and salary increases. The district provides professional development opportunities throughout the year and during its two-week Summer Academy, with workshops developed based on an annual needs-assessment survey.

Ethnic/Cultural Identity of Students

The ethnic identity of the student body of the Delaware Valley School District is largely white, non-Hispanic; there is some ethnic and cultural diversity, including Native-American, African-American, Hispanic and Asian students.

Synopsis of Student Achievement

Delaware Valley School District students regularly perform significantly above state and/or national averages on standardized assessments such as PSSA, SAT, AP and NOCTI. Delaware Valley graduates have been accepted at many of the country's most selective institutions of higher learning, including Boston University, Johns Hopkins, Lehigh, Duke, Harvard, MIT, the Chicago Art Institute, and all four United States Service Academies.

Graduation Plans of Students

Starting in elementary school, and continuing through middle and high school, the district provides students with opportunities to explore various careers, inviting guest speakers into the classroom and scheduling annual career days at which many local residents share the joys and frustrations of their chosen lines of work. The high school guidance department offers workshops and individual counseling on college planning and financial aid for both students and parents. Each year, approximately 90% of Delaware Valley graduates pursue post-secondary education at four-year colleges and universities, community colleges and technical schools.

Current Demographic, Social, Political, or Economic Characteristics of the School and Community

According to its Comprehensive Plan, Pike County could consume its remaining supply of land suitable for development in as few as twenty-five years. There is no space available for significant further expansion on the school district's existing sites. Faced with the prospect of a relatively imminent county build-out, Delaware Valley continues to plan carefully for possible future growth in order to secure land on which to build the facilities necessary to sustain its educational mission.

Other Schools in the Community

In addition to the Delaware Valley School District, Pike County includes two townships that are part of the East Stroudsburg School District to the south and one that is part of the Wallenpaupack School District to the north. Several private pre-school and elementary facilities are located within the district.

Cultural, Educational, and Recreational Resources

The main branch of the Pike County Public Library is located in Milford Borough; a satellite branch opened near the Dingman Delaware complex in 2003. The Columns, the museum of the Pike County Historical Society, houses an extensive collection of native American artifacts, the Lincoln Flag, the Hiawatha Carriage that once transported visitors to Milford from the railway station in nearby Port Jervis, and memorabilia from Charles Sanders Peirce, the noted American philosopher who was honored posthumously in a symposium at Harvard in 1989. The Schocopee School House Museum, also in Milford, is located in a restored one-room schoolhouse. The Pinchot Institute for Conservation Studies, housed in the beautiful estate of Grey Towers overlooking Milford, conducts workshops, concerts and readings throughout the year.

Milford offers several annual cultural events, including the Milford Music Festival in June, the Black Bear Film Festival in October, and the Winter Lights Festival in January. In addition, several restaurants and cafes provide venues for local musicians to perform throughout the year. Delaware Valley High School students display their musical talent during the Exit 11 Jazz Festival, held each year in April; they also participate in the Milford Music Festival as well as in a variety of regional and state cultural events and competitions throughout the school year.

There are no four-year colleges or universities within the school district's boundaries; however, Northampton Community College maintains a small satellite campus just outside of Milford Borough. East Stroudsburg University, Orange County Community College, and Sussex County Community College are within commuting distance, and the district offers on-site graduate degree programs through Wilkes University. In addition, Keystone College offers a weekender program granting four-year degrees in business and criminal justice.

Thanks to its location in the beautiful Pocono Mountains, Pike County is filled with scenic locations. The school district is bordered by state game lands and includes most of the Delaware Water Gap National Recreation Area, which stretches from Milford to Bushkill thirty miles to the south. Areas such as Childs Park and Promised Land State Park provide residents abundant opportunities to enjoy nature, as does Lake Wallenpaupack, the state's largest man-made lake, located just a few miles from the district's northern border. The Pennsylvania Environmental Education Center (PEEC), located in the national park, offers workshops for both students and adults.

Parent and Community Organizations

The Delaware Valley School District enjoys the enthusiastic cooperation of PTA/PTSA organizations in each of its schools, as well as booster clubs that provide financial support for many of the district's athletic and other co-curricular programs. Local businesses, civic organizations, and individuals provide generous support for Delaware Valley students each year in the form of scholarships.

Key Trends or Changes Occurring in the School Community

Since the collapse of the housing industry at the start of the 2008 recession, both Pike County and the Delaware Valley School District have faced new challenges. Many of the individuals, couples and families who made the decision to flee the stresses of urban anonymity and suburban sprawl after the tragic events of September 11, 2001 have left the area to return to the New York metropolitan area. This declining enrollment, as well as an increased tension between local entrepreneurs and environmentalists, have made long-range and strategic planning an increasingly critical and challenging aspect of the school district's role in the larger community.

Planning Committee

Name	Role
Diana Bixby	Administrator
Laura Butler	Transition Coordinator
Nicole Cosentino	Administrator
Barbara Coyle	Parent
Donna Donegan	Secondary School Teacher - Special Education
Dr. Maria Farrell	Special Education Director/Specialist
Sharlene Flansburg	Elementary School Teacher - Regular Education
Leslie Lordi	Secondary School Teacher - Regular Education
James Mitchell	Administrator
Mary Olsen	Educational Consultant
Mary Alice Petzsinger	Business Representative
Dr. James Purcell	Administrator
Dr. Margaret Schaffer	Administrator
Ellen Schafner	Community Representative
Nancy Schoenleber	Administrator
Gina Vives	Administrator
Elizabeth Watson	Middle School Teacher - Regular Education

Core Foundations

Standards

Mapping and Alignment

Elementary Education – Primary Level

Standards	Mapping	Alignment
Arts and Humanities	Accomplished	Accomplished
Career Education and Work	Accomplished	Accomplished
Civics and Government	Accomplished	Accomplished
Economics	Developing	Developing
English Language Arts	Developing	Developing
Environment and Ecology	Accomplished	Accomplished
Family and Consumer Sciences	Non Existent	Non Existent
Geography	Accomplished	Not answered
Health, Safety and Physical Education	Accomplished	Not answered
History	Accomplished	Not answered
Literacy in History/Social Studies, Science and Technical Subjects	Developing	Developing
Mathematics	Developing	Developing
Science and Technology	Accomplished	Accomplished
Alternate Academic Content Standards for Math	Accomplished	Accomplished
Alternate Academic Content Standards for Reading	Accomplished	Accomplished
American School Counselor Association for Students	Accomplished	Accomplished
Early Childhood Education: Infant-Toddler→Second Grade	Accomplished	Accomplished
English Language Proficiency	Accomplished	Accomplished
Interpersonal Skills	Accomplished	Accomplished
School Climate	Accomplished	Accomplished

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

Family and Consumer Science and Economics are not taught at the Primary Levels.

Elementary Education – Intermediate Level

Standards	Mapping	Alignment
Arts and Humanities	Accomplished	Accomplished
Career Education and Work	Developing	Developing
Civics and Government	Developing	Developing

Economics	Accomplished	Accomplished
English Language Arts	Non Existent	Non Existent
Environment and Ecology	Accomplished	Accomplished
Family and Consumer Sciences	Non Existent	Non Existent
Geography	Accomplished	Accomplished
Health, Safety and Physical Education	Accomplished	Accomplished
History	Accomplished	Accomplished
Literacy in History/Social Studies, Science and Technical Subjects	Non Existent	Non Existent
Mathematics	Non Existent	Non Existent
Science and Technology	Developing	Developing
Alternate Academic Content Standards for Math	Accomplished	Accomplished
Alternate Academic Content Standards for Reading	Accomplished	Accomplished
American School Counselor Association for Students	Developing	Developing
English Language Proficiency	Accomplished	Not answered
Interpersonal Skills	Accomplished	Not answered
School Climate	Accomplished	Not answered

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

Common Core Standards: Revision of curriculum and alignment of assessments have not been completed.

Family and Consumer Science and World Languages are not offered at the elementary level

Middle Level

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

Standards	Mapping	Alignment
Alternate Academic Content Standards for Math	Accomplished	Accomplished
Alternate Academic Content Standards for Reading	Accomplished	Accomplished
American School Counselor Association for Students	Accomplished	Accomplished
English Language Proficiency	Accomplished	Accomplished
Interpersonal Skills	Accomplished	Accomplished
School Climate	Accomplished	Accomplished
World Language	Non Existent	Non Existent

Explanation for standard areas checked "Needs Improvement" or "Non Existent":
There are no PA Academic Standards for World Languages; their curricula are aligned with national Standards.

High School Level

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

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

There are no PA Academic Standards for World Languages; their curricula are aligned with national Standards.

Adaptations

Elementary Education – Primary Level
- Arts and Humanities
- Career Education and Work
- Civics and Government
- Economics
- English Language Arts
- Environment and Ecology
- Geography
- Health, Safety and Physical Education
- History
- Literacy in History/Social Studies, Science and Technical Subjects
- Mathematics
- Science and Technology

Elementary Education – Intermediate Level
- Arts and Humanities
- Career Education and Work
- Civics and Government
- Economics
- English Language Arts
- Environment and Ecology
- Geography
- Health, Safety and Physical Education
- History
- Literacy in History/Social Studies, Science and Technical Subjects
- Mathematics
- Science and Technology

Middle Level
- Arts and Humanities
- Career Education and Work
- Civics and Government
- Economics
- English Language Arts
- Environment and Ecology
- Family and Consumer Sciences
- Geography
- Health, Safety and Physical Education
- History

- Literacy in History/Social Studies, Science and Technical Subjects
- Mathematics
- Science and Technology

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

Explanation for any standards checked:
Pennsylvania State Standards and National Standards provide a base from which educators develop curriculum. The district has expanded or improved upon PA Academic Standards in all areas checked, in order to provide differentiated instruction.

Curriculum

Planned Instruction

Elementary Education – Primary Level

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

Processes used to ensure Accomplishment:

The Delaware Valley School District employs a three-tiered system of review for all curriculum revisions: curricula are reviewed first by the department chair, then by the building principal(s) and finally by the Director of Curriculum. The curriculum is then submitted to the school board for its approval. Curriculum is formally revised on a five-year cycle, with ongoing minor revisions as necessary and appropriate. The school board has a Curriculum Committee composed of teachers, administrators, parents, and board members; this committee meets at least four times a year to address questions and concerns regarding curriculum.

Elementary Education – Intermediate Level

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

Processes used to ensure Accomplishment:
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Middle Level

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

Processes used to ensure Accomplishment:

The Delaware Valley School District employs a three-tiered system of review for all curriculum revisions: curricula are reviewed first by the department chair, then by the building principal(s) and finally by the Director of Curriculum. The curriculum is then submitted to the school board for its approval. Curriculum is formally revised on a five-year cycle, with ongoing minor revisions as necessary and appropriate. The school board has a Curriculum Committee composed of teachers, administrators, parents, and board members; this committee meets at least four times a year to address questions and concerns regarding curriculum

High School Level

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

Processes used to ensure Accomplishment:
The Delaware Valley School District employs a three-tiered system of review for all curriculum revisions: curricula are reviewed first by the department chair, then by the building principal(s) and finally by the Director of Curriculum. The curriculum is then submitted to the school board for its approval. Curriculum is formally revised on a five-year cycle, with ongoing minor revisions as necessary and appropriate. The school board has a Curriculum Committee composed of teachers, administrators, parents, and board members; this committee meets at least four times a year to address questions and concerns regarding curriculum.

Modifications 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. Differentiated instruction for students at all levels, including those students with individualized instruction plans (IEPs), ensures that all students have access to and the opportunity to master a rigorous standards aligned curriculum.

Instruction

Instructional Strategies

- Annual Instructional evaluations
- Formal classroom observations focused on instruction
- Walkthroughs targeted on instruction
Regular Lesson Plan Review
  - Building Supervisors

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

Teachscape is an on-line resource that allows building administrators to collect data focused on specific areas of concern within the realm of instruction during informal walkthroughs. Building administrators use these walkthroughs, as well as formal observations and evaluations and weekly lesson plan review, to monitor and improve instruction in all classrooms .

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

Reading and math coaches, which have been used in the past, may be restored if future budgets can provide funds. Peer coaching, as well as the use of coaching provided by IU 20, was used by an initial cohort of Reading Apprenticeship. This initiative may be continued in the future. While department chairs provide instructional leadership, they have no role in the evaluation of teachers, and there are currently no plans to change this.

Responsiveness to Student Needs

Elementary Education – Primary Level

Instructional Practices	Status
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
Differentiated instruction is used to meet student needs.	Full Implementation
Flexible instructional time or other schedule-related practices are used to meet student needs.	Full Implementation
Structured grouping practices are used to meet student needs.	Full Implementation

If necessary, provide further explanation. (Required explanation if column selected was <50%, UNK or NA)

Differentiation of instruction for gifted learners needs improvement.

Elementary Education – Intermediate Level

Instructional Practices	Status
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
Differentiated instruction is used to meet student needs.	Full Implementation
Flexible instructional time or other schedule-related practices are used to meet student needs.	Full Implementation
Structured grouping practices are used to meet student needs.	Full Implementation

If necessary, provide further explanation. (Required explanation if column selected was <50%, UNK or NA)
Differentiation of instruction for gifted learners needs improvement.

Middle Level

Instructional Practices	Status
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
Differentiated instruction is used to meet student needs.	Full Implementation
Flexible instructional time or other schedule-related practices are used to meet student needs.	Full Implementation
Structured grouping practices are used to meet student needs.	Full Implementation

If necessary, provide further explanation. (Required explanation if column selected was <50%, UNK or NA)
Differentiation of instruction for gifted learners needs improvement.

High School Level

Instructional Practices	Status
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
Differentiated instruction is used to meet student needs.	Full

	Implementation
Flexible instructional time or other schedule-related practices are used to meet student needs.	Implemented in 50% or more of district classrooms
Structured grouping practices are used to meet student needs.	Full Implementation

If necessary, provide further explanation. (Required explanation if column selected was <50%, UNK or NA)
Differentiation of instruction for gifted learners needs improvement.

Recruitment

Describe the process the District implements 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 administration attends recruiting fairs at colleges and universities throughout the northeast region and as a result all teachers in the district are highly qualified.

Assessments

Local Graduation Requirements

Course Completion	SY 13-14	SY 14-15	SY 15-16	SY 16-17	SY 17-18	SY 18-19
Electives	7.00	7.00	7.00	7.00	7.00	7.00
English	4.00	4.00	4.00	4.00	4.00	4.00
Health	2.00	2.00	2.00	2.00	2.00	2.00
Mathematics	3.00	3.00	3.00	3.00	3.00	3.00
Minimum % Grade Required for Credit (Numerical Answer)	65.00	65.00	65.00	65.00	65.00	65.00
Music, Art, Family & Consumer Sciences, Career and Technical Education	1.00	1.00	1.00	1.00	1.00	1.00
Physical Education	2.00	2.00	2.00	2.00	2.00	2.00
Science	3.00	3.00	3.00	3.00	3.00	3.00
Social Studies	4.00	4.00	4.00	4.00	4.00	4.00
Total Courses	26.00	26.00	26.00	26.00	26.00	26.00

2014 Graduation Specifics

Reading
- Local Assessments aligned with State Standards

Writing
- Local Assessments aligned with State Standards

Mathematics
- Local Assessments aligned with State Standards

2015 and Beyond Graduation Requirement Specifics

English Language and Composition
- Completion of Course Work with Keystone Exam as final exam Scoring Proficiency (Stand alone option)
- Successfully complete Advanced Placement or Independent Baccalaureate Courses including "passing" a course exam.

English Literature
- Completion of Course Work with Keystone Exam as final exam Scoring Proficiency (Stand alone option)
- Successfully complete Advanced Placement or Independent Baccalaureate Courses including "passing" a course exam.

Mathematics
- Completion of Course Work with Keystone Exam as final exam Scoring Proficiency (Stand alone option)
- Successfully complete Advanced Placement or Independent Baccalaureate Courses including "passing" a course exam.

Science & Technology
- Completion of Course Work with Keystone Exam as final exam Scoring Proficiency (Stand alone option)
- Successfully complete Advanced Placement or Independent Baccalaureate Courses including "passing" a course exam.

Environment & Ecology
- Completion of Course Work with Keystone Exam as final exam Scoring Proficiency (Stand alone option)
- Successfully complete Advanced Placement or Independent Baccalaureate Courses including "passing" a course exam.

2017 and Beyond Graduation Requirement Specifics

Biology or Chemistry
- Successfully complete Advanced Placement or Independent Baccalaureate Courses including "passing" a course exam.

American History, Civics/Government or World History
- Successfully complete Advanced Placement or Independent Baccalaureate Courses including "passing" a course exam.

Local Assessments

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

Methods and Measures

Summative Assessments	EEP	EEI	ML	HS
PSSA, PSSA-M, PASA		X	X	X
Reading Series End -of-Year Assessments	X			
End-of-Course Exams			X	X
Keystone Exams				X
SAT Exams				X
Scientific Experiments	X	X	X	X
Performances, Projects and Demonstrations	X	X	X	X
Benchmark Assessments	**EEP**	**EEI**	**ML**	**HS**
4Sight Reading and Math Assessments		X	X	X
Writing Benchmarks	X	X	X	X
End-of-Unit Assessments	X	X	X	X
Scholastic Reading Inventory	X	X	X	
Star Math	X	X	X	
STAR Reading	X	X	X	
Study Island	X	X	X	X
DIBELS	X	X		
Formative Assessments	**EEP**	**EEI**	**ML**	**HS**
Formal and Informal Writing Assignments	X	X	X	X
Progress Monitoring Benchmark Assessments	X	X	X	X
Exit Tickets	X	X	X	
Fitness Assessments	X	X	X	
Performances and Demonstrations	X	X	X	X
Fresh Reads	X	X	X	
Classroom Discussions including Socratic Seminars			X	X
Textbook Assessments	X	X	X	
Scientific Experiments	X	X	X	X
Diagnostic Assessments	**EEP**	**EEI**	**ML**	**HS**
Classroom Diagnostic Tool			X	
4Sight Reading and Math		X	X	X
Star Reading		X	X	X
Star Math	X	X	X	X
DIBELS	X	X		
QRI	X	X		
IRI	X	X	X	
KWL and Other Pre-Reading Activities	X	X	X	
Running Records	X			

Fresh Reads	X	X		
Reading Series Baseline and Weekly Assessments	X	X		
Other Textbook Assessments	X	X	X	X
Pre-Writing Activities	X	X	X	X
Woodcock Johnson	X	X	X	X

Validation of Implemented Assessments

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

Provide brief explanation of District's process for reviewing assessments.

Assessment data is reviewed by teachers, department chairs, and by district and building level administrators at regularly scheduled grade level, building level, department level, and district level meetings.

Development and Validation of Local Assessments

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

Valid and reliable benchmark assessments in reading and math have been developed by textbook companies and by PDE-approved 4Sight assessments as well as by Study Island; these are administered strategically several times a year to provide baseline data and to differentiate instruction.

Collection and Dissemination

Describe the District's system to collect, analyze and disseminate assessment data efficiently and effectively for use by District leaders and instructional teams.

Teams of district and building level administrators use Emetric, PA AYP, PVAAS, and DRC reports to analyze student achievement data. A variety of assessment data is stored in Performance Tracker; a

variety of reports are printed and reviewed by teachers and administrators after each benchmark assessment

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 data is used to schedule students appropriately for remediation, and to assist classroom teachers in monitoring individual student progress and providing targeted remediation within the classroom. For students receiving Special Education services, data is used to drive goal development.

Assessment Data Uses

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

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

Performance Tracker allows teachers to analyze individual student progress by anchor and skill. Teachers use this data by working individually and in collaborative teams to select and develop instructional strategies to provide targeted remediation. Data meetings take place on a monthly basis throughout the school year.

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

Assessment anchors are not available for the primary school grades.

Distribution of Summative Assessment Results

Distribution Methods	EEP	EEI	ML	HS
Course Planning Guides			X	X
Directing Public to the PDE & AYP Websites	X	X	X	X
District Website	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
Mass Phone Calls/Emails/Letters	X	X	X	X
Meetings with Community, Families and School Board	X	X	X	X
Newsletters	X	X	X	X
Press Releases	X	X	X	X
School Calendar	X	X	X	X
Student Handbook	X	X	X	
Power School Date Management System	X	X	X	X

Provide brief explanation of District's process for incorporating selected strategies.
The district is proactive in disseminating summative assessment data to the public.

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

The tool would not allow selection of Press Releases. There are currently no Course Selection Guides at the primary or intermediate elementary levels because there are no electives at those levels; students are placed in all classes based on achievement data and teacher recommendation.

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.

Continued growth in student achievement will be demonstrated in a variety of ways, by monitoring data in the following areas: proficiency on standardized tests, participation and success in AP classes, increased achievement on SAT tests, participation in co-curricular activities, acceptance and enrollment at post-secondary institutions

Programs, Strategies and Actions

Elementary Education – Primary Level
- Biennially Updated and Executed Memorandum of Understanding with Local Law Enforcement
- Comprehensive District-wide School Safety and Violence Prevention Plans
- Conflict Resolution or Dispute Management
- Internet Web-based System for the Management of Student Discipline
- Placement of School Resource Officers
- Safety and Violence Prevention Curricula
- School-wide Positive Behavioral Programs
- Student Assistance Program Teams and Training
- Student Codes of Conduct
- Student, Staff and Visitor Identification Systems

Elementary Education – Intermediate Level
- Biennially Updated and Executed Memorandum of Understanding with Local Law Enforcement
- Comprehensive District-wide School Safety and Violence Prevention Plans
- Conflict Resolution or Dispute Management
- Internet Web-based System for the Management of Student Discipline
- Placement of School Resource Officers
- Purchase of Security-related Technology
- Safety and Violence Prevention Curricula
- School-wide Positive Behavioral Programs
- Student Assistance Program Teams and Training

- Student Codes of Conduct
- Student, Staff and Visitor Identification Systems

Middle Level
- Biennially Updated and Executed Memorandum of Understanding with Local Law Enforcement
- Comprehensive District-wide School Safety and Violence Prevention Plans
- Conflict Resolution or Dispute Management
- Counseling Services for Students Enrolled in Alternative Education Programs
- Peer Helper Programs
- Placement of School Resource Officers
- Purchase of Security-related Technology
- Safety and Violence Prevention Curricula
- School-wide Positive Behavioral Programs
- Student Assistance Program Teams and Training
- Student Codes of Conduct
- Student, Staff and Visitor Identification Systems

High School Level
- Biennially Updated and Executed Memorandum of Understanding with Local Law Enforcement
- Comprehensive District-wide School Safety and Violence Prevention Plans
- Conflict Resolution or Dispute Management
- Counseling Services for Students Enrolled in Alternative Education Programs
- Internet Web-based System for the Management of Student Discipline
- Peer Helper Programs
- Placement of School Resource Officers
- Purchase of Security-related Technology
- Safety and Violence Prevention Curricula
- School-wide Positive Behavioral Programs
- Student Assistance Program Teams and Training
- Student Codes of Conduct
- Student, Staff and Visitor Identification Systems

Explanation of strategies not selected and how the District Plans to address their incorporation:
Students at the primary and elementary levels are not enrolled in Alternative Education programs.

Identifying Gifted Students
Describe your entity's process for identifying gifted children.

Parents and/or teachers may request that a child be evaluated for gifted programs. Once a request is made, the student is screened by the guidance counselor using a brief intelligence test. If results indicate an IQ of 125 or higher, the student is referred to the school psychologist for evaluation using a standardized intelligence test. Results above 125, along with multiple criteria such as exceptional grades, Advanced PSSA scores, and teacher input are used to determine gifted eligibility.

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
Compliance with Health Requirements –i.e., Immunization	X	X	X	X
Emergency and Disaster Preparedness	X	X	X	X
Guidance Curriculum	X	X		
Health and Wellness Curriculum	X	X	X	X
Health Screenings	X	X	X	X
Individual Student Planning			X	X
Nutrition	X	X		X
Orientation/Transition	X	X	X	X
RtII	X	X	X	
Wellness/Health Appraisal	X	X	X	X

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

Consultation and Coordination Services

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

Communication of Educational Opportunities

Communication of Educational Opportunities	EEP	EEI	ML	HS
Course Planning Guides	X	X	X	X
Directing Public to the PDE & AYP Websites	X	X	X	X
District Website	X	X	X	X
District-wide Phone Calls/Emails/Letters	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

Meetings with Community, Families and School Board	X	X	X	X
Newsletters	X	X	X	X
Press Releases	X	X	X	X
School Calendar	X	X	X	X
Student Handbook	X	X	X	X

Communication of Student Health Needs

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

Frequency of Communication

Elementary Education – Primary Level
- More than once a month

Elementary Education – Intermediate Level
- More than once a month

Middle Level
- More than once a month

High School Level
- More than once a month

Collaboration for Interventions

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

Classroom teachers and building administrators are part of IEP meetings that involve special education teachers, students, parents, and members of outside agencies. These meetings serve to communicate student needs and monitor student progress as well as to modify interventions to maximize student success. Every teacher differentiates instruction within the classroom to meet varying levels of student ability, including those based on the specially designed instruction section in IEPs as well as the need for enrichment and remediation with non-IEP students. In addition, there is collaboration with outside agencies to provide supports in areas such as behavioral and medical needs.

Community Coordination

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

1. Child care

2. After school programs

3. Youth workforce development programs

4. Tutoring

The district participated in a state-funded Community Engagement Team until it was discontinued due to budget cuts. This team coordinated transition activities with local preschools, childcare agencies, and early intervention programs. The district's Special Education Supervisor attends an annual Transition Tea for special needs students entering kindergarten as well as several transition meetings for all incoming special needs students. Parent resources have been developed by district personnel and community early intervention providers.

Preschool Agency Coordination

Explain how the District 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 District and those operated by community agencies under contract from the District.

3. Describe how the District provides for a smooth transition from the home setting and any early childhood care or educational setting the students attend, to the school setting.

The district participated in a state-funded Community Engagement Team until it was discontinued due to budget cuts. This team coordinated transition activities with local preschools, childcare agencies, and early intervention programs. The district's Special Education Supervisor attends an annual Transition Tea for special needs students entering kindergarten as well as several transition meetings for all incoming special needs students. Parent resources have been developed by district personnel and community early intervention providers.

Materials and Resources

Description of Materials and Resources

Elementary Education – Primary Level

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

Provide explanation for processes used to ensure Accomplishment.

The district school board has a standing Curriculum Committee composed of board members, teachers, administrators, parents, and community members. The district has an assessment plan that is reviewed annually. Teachers have developed scope and pacing guides and common assessments; they meet regularly to improve horizontal and vertical alignment. Best Practice instructional activities and strategies are available on the district website and in public files. All assessment data is housed in Performance Tracker.

Elementary Education – Intermediate Level

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

Provide explanation for processes used to ensure Accomplishment.

The district school board has a standing Curriculum Committee composed of board members, teachers, administrators, parents, and community members. The district has an assessment plan that is reviewed annually. Teachers have developed scope and pacing guides and common assessments; they meet regularly to improve horizontal and vertical alignment. Best Practice instructional activities and strategies

are available on the district website and in public files. All assessment data is housed in performance Tracker.

Middle Level

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

Provide explanation for processes used to ensure Accomplishment.

The district school board has a standing Curriculum Committee composed of board members, teachers, administrators, parents, and community members. The district has an assessment plan that is reviewed annually. Teachers have developed scope and pacing guides and common assessments; they meet regularly to improve horizontal and vertical alignment. Best Practice instructional activities and strategies are available on the district website and in public files. All assessment data is housed in Performance Tracker.

High School Level

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

Provide explanation for processes used to ensure Accomplishment.

The district school board has a standing Curriculum Committee composed of board members, teachers, administrators, parents, and community members. The district has an assessment plan that is reviewed annually. Teachers have developed scope and pacing guides and common assessments; they meet regularly to improve horizontal and vertical alignment. Best Practice instructional activities and strategies are available on the district website and in public files. All assessment data is housed in performance Tracker.

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
Economics	Implemented in less than 50% of district classrooms
English Language Arts	Implemented in less than 50% of district classrooms
Environment and Ecology	Implemented in less than 50% of district classrooms
Family and Consumer Sciences	Implemented in less than 50% of district classrooms
Geography	Implemented in less than 50% of district classrooms
Health, Safety and Physical Education	Implemented in less than 50% of district classrooms
History	Implemented in less than 50% of district classrooms
Literacy in History/Social Studies, Science and Technical Subjects	Implemented in less than 50% of district classrooms
Mathematics	Implemented in

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

Further explanation for columns selected "<50%", "UNK" or "NA".

Apart from accessing standards, anchors and eligible content on the SAS portal, the district has made a conscious decision to postpone implementation until the Materials and Resources section is fully populated and until we have had the opportunity to provide training to our professional staff.

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

American School Counselor Association for Students	Implemented in less than 50% of district classrooms
English Language Proficiency	Implemented in less than 50% of district classrooms
Interpersonal Skills	Implemented in less than 50% of district classrooms
School Climate	Implemented in less than 50% of district classrooms

Further explanation for columns selected "<50%", "UNK" or "NA".

Apart from accessing standards, anchors and eligible content on the SAS portal, the district has made a conscious decision to postpone implementation until the Materials and Resources section is fully populated and until we have had the opportunity to provide training to our professional staff.

Middle Level

Standards	Status
Arts and Humanities	Implemented in less than 50% of district classrooms
Career Education and Work	Implemented in less than 50% of district classrooms
Civics and Government	Implemented in less than 50% of district classrooms
Economics	Implemented in less than 50% of district classrooms
English Language Arts	Implemented in less than 50% of district classrooms
Environment and Ecology	Implemented in less than 50% of district classrooms
Family and Consumer Sciences	Implemented in

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

	district classrooms

Further explanation for columns selected "<50%", "UNK" or "NA".

Apart from accessing standards, anchors and eligible content on the SAS portal, the district has made a conscious decision to postpone implementation until the Materials and Resources section is fully populated and until we have had the opportunity to provide training to our professional staff.

High School Level

Standards	Status
Arts and Humanities	Implemented in less than 50% of district classrooms
Career Education and Work	Implemented in less than 50% of district classrooms
Civics and Government	Implemented in less than 50% of district classrooms
Economics	Implemented in less than 50% of district classrooms
English Language Arts	Implemented in less than 50% of district classrooms
Environment and Ecology	Implemented in less than 50% of district classrooms
Family and Consumer Sciences	Implemented in less than 50% of district classrooms
Geography	Implemented in less than 50% of district classrooms
Health, Safety and Physical Education	Implemented in less than 50% of district classrooms
History	Implemented in less than 50% of district classrooms

Literacy in History/Social Studies, Science and Technical Subjects	Implemented in less than 50% of district classrooms
Mathematics	Implemented in less than 50% of district classrooms
Science and Technology	Implemented in less than 50% of district classrooms
Alternate Academic Content Standards for Math	Implemented in less than 50% of district classrooms
Alternate Academic Content Standards for Reading	Implemented in less than 50% of district classrooms
American School Counselor Association for Students	Not answered
English Language Proficiency	Implemented in less than 50% of district classrooms
Interpersonal Skills	Implemented in less than 50% of district classrooms
School Climate	Implemented in less than 50% of district classrooms
World Language	Implemented in less than 50% of district classrooms

Further explanation for columns selected "<50%", "UNK" or "NA".

Apart from accessing standards, anchors and eligible content on the SAS portal, the district has made a conscious decision to postpone implementation until the Materials and Resources section is fully populated and until we have had the opportunity to provide training to our professional staff.

Current Technology Services

Required for LEA applying for eRate Priority 2 Funding

Describe the District's current telecommunications services, hardware, software and other services used to implement education. What strengths and weaknesses, related to technology, have been identified by staff, students or parents?

The district has a high speed wide area network connecting all nine buildings as well as wireless access in all buildings. The district recently converted to a Voice over Internet Protocol (VoIP) telephone system which provides local and long distant calling capabilities. To enhance home/school communication, the district provides a homework hotline system; a parent portal to Power School, the student information system; Connect Ed, a mass notification service; a district website which includes school-specific and teacher-specific webpages; and electronic newsletters sent monthly by all building principals. Student achievement data is stored in Performance Tracker, which provides teachers and administrators with a variety of reporting options and data analysis tools. Smartboards are located in all secondary core content area classrooms and all fifth and sixth grade classrooms, as well as in centralized locations such as libraries and computer labs; there are five computers in elementary classrooms and computer labs in every building. The district provides educational software, web-based applications and iPad apps that are both content-based and skills-based. Project Lead the Way engineering courses and Gateway to Technology-education courses provide STEM opportunities to both high school and middle school students; a newly upgraded Mac lab provides exceptional digital education opportunities. Teachers and students in all schools have access to laptop computers and to a limited number of iPads. All three district campuses have videoconferencing capability. The district's Alternative Education program is provided entirely by online courses. All school libraries use the Destiny electronic cataloguing system.

The Technology Department's budget has been maintained at the same level of funding or reduced for the past several years. Increasing funding is needed to replace old and outdated equipment and to keep pace with emerging technologies that provide for personalized individual learning as well as to provide for additional support personnel. Additional Smartboards are needed in the lower grades in the elementary buildings; ongoing upgrades to both wired and wireless infrastructure and the projected need for increased bandwidth for educational internet use will require additional budgetary resources throughout the life of the plan.

Future Technology Services
Required for LEA applying for eRate Priority 2 Funding
Describe what specific telecommunications services, hardware, software and other services will be needed to improve education? (Address how the District plans to take advantage of emerging technologies to improve education. Be sure to include the acquisition or implementation of such services/equipment within the District Action Plans.)
To improve education the district's high speed wide area network, which connects all nine buildings and three campuses, as well as the wireless network in the school buildings, must be evaluated on a continual basis and expanded and upgraded as necessary. Increased bandwidth will also be required. Computers, servers, laptops, iPads, software, etc., must be upgraded, repaired, and replaced as needed. The recently implemented Voice over Internet Protocol (VoIP) telephone system was in essence phase one of a project

that could be expanded to provide enhanced communication capabilities including the installation of digital phones. This system needs to be monitored and upgraded as required. Along with hardware and software, technical and instructional technology support services must be provided as this is an integral and necessary part of being able to deliver an improved and enriched education for all students.

As new technologies emerge, appropriate funding for hardware, software, and support is necessary. The district is in the planning stages of investigating the possibility of a one-one implementation of digital mobile learning devices with integrated digital textbooks and educational applications in order to provide individualized and personalized learning. Increased funding is necessary to enable the district to move forward with its vision in the area of technology and technology integration in order to provide students with a 21st century education.

Professional Education

Characteristics

District's Professional Education Characteristics	EEP	EEI	ML	HS
Empowers educators to work effectively with parents and community partners.	X	X	X	X
Enhances the educator's content knowledge in the area of the educator's certification or assignment.	X	X	X	X
Increases the educator's teaching skills based on effective practice research, with attention given to interventions for struggling students.	X	X	X	X
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

District's Professional Education Characteristics	EEP	EEI	ML	HS
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	
Provides leaders with the ability to access and use appropriate data to inform decision making.		X	X	X
Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials	X	X	X	X

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

Provide brief explanation of District's process for ensuring these selected characteristics.
N/A

Provide brief explanation for strategies not selected and how the District plans to address their incorporation.
N/A

Strategies Ensuring Fidelity

- 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.
- Building administrators participate fully in all professional development sessions targeted for their faculties.
- Clear expectations in terms of teacher practice are identified for staff implementation.
- District has an ongoing monitoring system in place (i.e. walkthroughs, classroom observations).
- District level has a systemic process that is used to validate whether or not providers have the capacity to present quality professional development.
- Every Professional development initiative includes components that provide ongoing support to teachers regarding implementation.
- 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 based upon detailed needs assessments that utilize student assessment results to target instructional areas that need strengthening.
- Professional Education is evaluated to show its impact on teaching practices and student learning.
- Using disaggregated student data to determine educators' learning priorities.

Provide brief explanation of the District's process for ensuring these selected characteristics.

The district conducts an annual needs assessment for teachers and administrators, in addition, at the end of each professional development session; participants complete evaluations and provide recommendations for improving future sessions and additional topics for professional development. Student achievement data is utilized to identify instructional needs and provide focused professional development opportunities to meet these needs. Providers are required to submit proposals including a

detailed outline containing objectives and goals and to provide references which are checked by the district. Professional development is ongoing throughout the school year and during the summer.

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

Due to the distance between campuses and to the demands of other administrative obligations, building administrators are not always able to participate fully in all professional development sessions.

Induction Program

- Inductees will assign challenging work to diverse student populations.
- 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 District curricula.
- Inductees will effectively navigate the Standards Aligned System website.
- Inductees will know and apply District endorsed classroom management strategies.
- Inductees will know and utilize school resources that are available to assist students in crisis.
- Inductees will know the basic details and expectations related to District-wide initiatives, practices, policies and procedures.
- Inductees will know the basic details and expectations related to school initiatives, practices and procedures.
- Inductees will know, understand and implement instructional practices validated by the District as known to improve student achievement.
- 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.

Provide brief explanation of District's process for ensuring these selected characteristics.

The district has a highly structured induction plan that is implemented with fidelity. The plan includes participation and input by teachers, mentors, principals and district office administrators.

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

N/A

Needs of Inductees

- Classroom assessment data (Formative & Summative).
- Frequent observations of inductee instructional practice by a coach or mentor to identify needs.
- Frequent observations of inductee instructional practice by building supervisor to identify needs.
- Inductee survey (local, district, intermediate units and national level).
- Information collected from previous induction programs (e.g., program evaluations and second-year teacher interviews).
- Knowledge of successful research-based instructional models.
- Regular meetings with mentors or coaches to reflect upon instructional practice to identify needs.
- Review of inductee lesson plans.
- Review of written reports summarizing instructional activity.
- Standardized student assessment data other than the PSSA.
- Student PSSA data.
- Submission of inductee portfolio.

Provide brief explanation of the District's process for ensuring these selected characteristics.

The district has a highly structured plan that is implemented with fidelity. The plan includes participation and input of teachers, mentors, principals and district office administrators.

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

N/A

Mentor Characteristics

- Mentors and inductees must have compatible schedules so that they can meet regularly.
- 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).
- Pool of possible mentors is comprised of teachers with outstanding work performance.
- Potential mentors have similar certifications and assignments.
- Potential mentors must be willing to accept additional responsibility.
- Potential mentors must have demonstrated ability to work effectively with students and other adults.
- Potential mentors must have knowledge of District/School policies, procedures and resources.
- Potential mentors must model continuous learning and reflection.

Provide brief explanation of District's process for ensuring these selected characteristics.

The district has a highly structured plan that is implemented with fidelity. The plan includes participation and input of teachers, mentors, principals and district office administrators.

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

N/A

Induction Program Timeline

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

If necessary, provide further explanation.
The table above includes all necessary information regarding the timeline.

Monitoring Evaluating and Induction Program

Identify the procedures for monitoring and evaluating the Induction program.

New teachers and their mentors are asked to fill out a survey evaluation tool that provides feedback to building principals and district administrators on the value of the Induction Program.

Recording Process

- Building administrator receives, evaluates and archives all school mentor records.
- Completion is verified by the Superintendent on the Application for Level 2 Certification.
- District administrator receives, tallies, and archives all District mentor records.
- Mentor documents his/her inductee's involvement in the program.
- Schools maintain accurate records of program completion and provide a certificate or statement of completion to each inductee who has completed the program.

Special Education

Special Education Students

Total students identified: 725

Identification Method

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

The Delaware Valley School District primarily uses the Ability - Achievement Discrepancy Model as the main tool for identifying students with specific learning disabilities. Aspects of the Response to Instruction and Intervention Model are considered when determining special education eligibility, including success or lack of success in early intervening programs. The district has made progress towards expanding our range of early intervening programs and supports through the use of a tiered system however cuts to district support staff have made full implementation difficult.

Enrollment

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

There are three enrollment categories for which the district is disproportionate from the state:

- For students with Intellectual Disabilities, the district has 1.3% less students than the state average.

- For students with Speech and Language Impairments, the district has 2.1% less students than the state average.
- For students with Specific Learning Disabilities, the district has 2.1% more students than the state average.

Although these numbers do not reflect a significant difference, they are consistent with the population the district has seen over the years.

The District continues to follow procedures for Child Find in regards to identifying, evaluating, and if appropriate, providing services to children who are in need of special education services. In addition, the district works closely with our Early Intervention program to begin the transition process in the spring before students begin Kindergarten in the school-aged program.

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?

There are no children's institutions located within the Delaware Valley School District boundaries.

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 District works with a School Probation Officer who acts as a liaison between the court system and the schools. This person is responsible for meeting with students who are on probation to monitor grades, attendance, and disciplinary referrals.

When a student is adjudicated, the Principal receives Notification of Placement from the Pike County Probation Office. This letter is forwarded to the Special Education Office. The Supervisor of Special Education contacts the facility to ensure Evaluation Reports and Individualized Education Plans have been received and a free, appropriate, public education is made available to the student.

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.)

Every student educated at Delaware Valley is included for at least a part of the school day, including our most cognitively and physically impaired children. The vast majority of students are included for most or all of the school day. This has always been our practice.

Based on on-going progress monitoring, IEP teams meet to discuss appropriate placement of students, and specifically why a student cannot be included with typical peers if that is the team's decision. In addition, the IEP teams use the LRE Decision Flow Chart when determining appropriate placement for students to ensure to the maximum extent apprpriate, children with disabilities are educated with non-disabled children.

When a student is placed outside the district, the Supervisor of Special Education takes part in the IEP meeting to ensure the student is educated in the least restrictive environment in which their needs can be met.

The district has replicated numerous programs and initiatives sponsored by PDE.

- Currently the district runs four Autistic Support classes, three of which are supported by the PA Autism Initiative, the fourth supported by an outside ABA Consultant;
- The Special Education Supervisor and Educational Consultant have been trained by PaTTAN personnel in progress monitoring, and in turn have trained all special education teachers;
- The district's resource room classes have been aligned to the general education curriculum and state standards to the greatest extent possible;
- The Educational Consultant heads the Behavior Support Team which conducts Functional Behavioral Assessments and writes Positive Behavior Support Plans for those students with behavioral needs;

- The district uses 4Sight Testing three times per year to benchmark students' progress towards PSSAs.
- Several teachers in the Social Studies department were trained in Reading Apprenticeship. The district is exploring training teachers from the English and Special Education departments in the future.

Behavior Support Services

Provide a summary of the District policy on behavioral support services including, but not limited to, the school-wide positive behavior supports (PBS).

The Delaware Valley School Districts' Policy 113.2 addresses Behavior Support – Students with Disabilities based on guidelines set forth in §14.133. The policy supports the use of positive rather than negative measures to be used as the basis of behavior support programs. Specifically, behavior support will:

- Ensure students shall be free from demeaning treatment and unreasonable use of restraints or other aversive techniques, and specifies the procedures to be followed if restraint is necessary and what aversive techniques are deemed inappropriate; and will,
- Include a variety of research based techniques to develop and maintain skills to enhance student learning and self-fulfillment.

In addition to the district policy, Delaware Valley employs a certified Non-Violent Physical Crisis Intervention instructor who certifies staff working with students with challenging behaviors in order to more effectively respond to crisis situations in a safe manner.

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.

Delaware Valley School District offers a full continuum of services for students receiving special education. One challenge however has been locating appropriate placements for children with mental health needs beyond what the school district can offer. Despite collaboration with Pike County Mental Health / Disabilities Services and support from Therapeutic Staff Support and Behavioral Specialist Consultants, we have seen the need to look outside the district for mental health placements for a small number of children. This has become increasingly difficult over the last two years as two facilities located within an hour drive have closed their doors. The one remaining partial hospitalization program services students through the 10th grade only.

When the district has had a difficult time providing FAPE to a student, the local Children and Adolescence Service Systems Program (CASSP) Coordinator is contacted to set up a meeting with the appropriate agencies to identify the needs of the student, and discuss options first within the school district and county, and only then outside the immediate area.

Several years ago, the district contracted with our Intermediate Unit to provide counseling services, on a part-time basis, to our emotional support students. This role has expanded and a Licensed Social Worker now works full-time with this population of students. In addition, the district is at the beginning stages of exploring the option of opening a school-based partial hospitalization program at the high school level.

Strengths and Highlights

Describe the strengths and highlights of your current special education services and programs.

The Delaware Valley School District is located in northeastern Pennsylvania, quite a distance from the twelve other school districts in our Intermediate Unit. It is for this reason that we run all of our special education programs and rely on the IU for support services only. This has allowed the district to develop some unique programs and extra-curricular opportunities for our students.

The district employs 49 Special Education teachers, five Speech Therapists, three School Psychologists, an Educational Consultant who is a Board Certified Behavior Analyst, a Transition Coordinator, and 65 Instructional Assistants.

There are a number of highlights at the elementary level:

- We have strong Instructional Support Teams in each Elementary School and a large number of early intervening programs.
- Our two Autistic Support programs are a part of the PA Autism Initiative and have achieved Model Classroom status.

- The Special Education Department has purchased over 30 iPads to assist teachers and engage learners. Our Speech Therapists have seen tremendous gains in the communication skills of our non-verbal students through the use of these devices.
- The school that houses our Multiple Disabilities Support program has wheelchair-accessible playground equipment and our pool is equipped with a lift to enable access to the pool.

At the secondary level, we continue to improve our programs:

- Our Middle School Autistic Support class joined the PA Autism Initiative last year.
- The Multiple Disabilities Support, Autistic Support, and Life Skills Support classes have combined forces to create a Community, Vocational and Domestic (CVD) class to address transition needs for students in high school.
- We teach two high school social skills classes daily, for students with Aspergers Syndrome and social and emotional challenges, in addition to our social skills classes offered in the emotional support programs.
- We have an active Peer Buddies after-school program that meets monthly for special events, and a Lunch Buddy program to foster inclusion of our special needs population. This past year, the group expanded their scope to pair with individuals with disabilities to encourage participation in other school-sponsored clubs and activities.
- The High School initiated a Spirit Cheer Team last year that competed in local competitions. The Middle School is starting a team this year.
- Our Transition Coordinator works diligently within the community to pair with employers and business leaders to offer opportunities for our students to access work and leisure activities.

The district continues to offer a number of opportunities beyond the school day:

- In addition to our Extended School Year programs, the district continues to run an Extended Learning Academy for students who do not qualify for ESY but would benefit from summer programming. This past summer, we added two Social Skills camps to our summer offerings to address the needs of our students with Aspergers Syndrome.
- The district hosts an annual Special Olympics event that includes children and adults from the surrounding area. Last year, our sixth event, drew over 350 athletes to our swimming, weight lifting and track and field event.

The Special Education Department continues to partner with parents and the community in a number of ways:

- We offer a number of parent trainings throughout the year on topics such as secondary transition and working with children with difficult behaviors.
- We have an extensive lending library of books and videos, and our web site has a link for parents to access on-line streaming media trainings offered by PaTTAN.

- Our Special Education Supervisor is on the Pike County Children and Youth Advisory Board, our Educational Consultant is on the Board of Directors for the local Pike Autism Support Services, and our Transition Coordinator is Vice President of the Pike Interagency Council and a member of the Carbon, Monroe, Pike Employment Coalition.

Although there are occasional issues that arise between parents and the schools, the district has been successful in resolving those issues without formal dispute resolution options. When those options have been employed however, they have rarely resulted in due process hearings. It is through the hard work of administration, professional, and support staff, that Delaware Valley has provided excellent special education services to individuals with disabilities.

Assurances

Safe and Supportive Schools Assurances

The LEA agrees to comply with all requirements of Student Services outlined in Chapter 12, these include:

- Implementation of a comprehensive and integrated K-12 program of student services based on the needs of its students. (in compliance with § 12)
- 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 District Wellness Program (in compliance with Public Law 108-265, Section 204)
- Early Intervention Services System Act (11 P.S. § 875-101—875-503)
- Establishment and Implementation of Student Assistance Programs at all levels of the school system
- 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) assures that there are local policies and procedures in place that address:

- 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.

Special Education Facilities
There are no facilities.

Least Restrictive Environment Facilities

Facility Name	Type of Facility	Type of Service	Number of Students Placed
Friendship House	Other	Full-time Emotional	2

		Support	
Scranton School for Deaf and Hard of Hearing Children	Approved Private Schools	Full-time Hearing Impaired	1
Woods Services	Approved Private Schools	Full-time Multiple Disabilities Support	1
HMS School for Children with Cerebral Palsy	Approved Private Schools	Full-time Multiple Disabilities Support	1

Special Education Program Profile

Program Position #1

Operator: School District

PROGRAM SEGMENTS

Location/ Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Delaware Valley High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	14 to 18	15	0.8
Delaware Valley High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Emotional Support	14 to 17	4	0.2

Program Position #2

Operator: School District

PROGRAM SEGMENTS

Location/ Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Delaware	A Senior	A building	Itinerant	Learning	15 to 19	16	1

Location/ Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Valley High School	High School Building	in which General Education programs are operated		Support			

Program Position #3

Operator: School District

PROGRAM SEGMENTS

Location/ Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Delaware Valley High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	15 to 17	14	1

Program Position #4

Operator: School District

PROGRAM SEGMENTS

Location/ Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Delaware Valley High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	16 to 19	15	1

Program Position #5

Operator: School District

PROGRAM SEGMENTS

Location/ Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Delaware Valley High School	A Senior High School Building	A building in which General Education programs	Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 16	17	1

Location/ Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
		are operated					

Program Position #6

Operator: School District

PROGRAM SEGMENTS

Location/ Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Delaware Valley High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	15 to 18	15	1

Program Position #7

Operator: School District

PROGRAM SEGMENTS

Location/ Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Delaware Valley High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	16 to 19	17	1

Program Position #8

Operator: School District

PROGRAM SEGMENTS

Location/ Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Delaware Valley High School	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	16 to 20	15	1

Program Position #9

Operator: School District

Location/ Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Delaware Valley High School	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	15 to 17	16	1

Program Position #10

Operator: School District

PROGRAM SEGMENTS

Location/ Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Delaware Valley High School	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	16 to 19	14	1

Program Position #11

Operator: School District

PROGRAM SEGMENTS

Location/ Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Delaware Valley High School	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 17	14	1

Program Position #12

Operator: School District

PROGRAM SEGMENTS

Location/ Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Delaware	A Senior	A building	Suppleme	Learning	16 to 19	14	1

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Valley High School	High School Building	in which General Education programs are operated	ntal (Less Than 80% but More Than 20%)	Support			

Program Position #13

Operator: School District

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Delaware Valley High School	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Emotional Support	14 to 18	14	1

Program Position #14

Operator: School District

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Delaware Valley High School	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Emotional Support	15 to 19	11	1

Program Position #15

Operator: School District

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Delaware Valley High School	A Senior High School Building	A building in which General Education programs	Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	15 to 20	8	1

		are operated					
Justification: Although the age range exceeds four years, the IEP teams have determined that this is the appropriate placement. This is noted in the students' IEPs.							

Program Position #16

Operator: School District

PROGRAM SEGMENTS

Location/ Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Delaware Valley High School	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Autistic Support	16 to 20	4	0.6
Delaware Valley High School	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	16 to 20	3	0.4

Program Position #17

Operator: School District

PROGRAM SEGMENTS

Location/ Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Delaware Valley Middle School	A Middle School Building	A building in which General Education programs are operated	Itinerant	Learning Support	12 to 14	13	1

Program Position #18

Operator: School District

PROGRAM SEGMENTS

Location/ Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Delaware Valley Middle School	A Middle School Building	A building in which General Education programs are operated	Itinerant	Learning Support	12 to 15	14	1

Program Position #19

Operator: School District

PROGRAM SEGMENTS

Location/ Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Delaware Valley Middle School	A Middle School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	13 to 14	14	1

Program Position #20

Operator: School District

PROGRAM SEGMENTS

Location/ Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Delaware Valley Middle School	A Middle School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Emotional Support	11 to 14	6	1

Program Position #21

Operator: School District

PROGRAM SEGMENTS

Location/ Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Delaware Valley Middle School	A Middle School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	11 to 15	6	1

Program Position #22

Operator: School District

PROGRAM SEGMENTS

Location/ Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Delaware Valley Middle School	A Middle School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Multiple Disabilities Support	14 to 18	6	1

Program Position #23

Operator: School District

PROGRAM SEGMENTS

Location/ Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Dingman Delaware Middle School	A Middle School Building	A building in which General Education programs are operated	Itinerant	Learning Support	12 to 13	18	1

Program Position #24

Operator: School District

PROGRAM SEGMENTS

Location/ Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Dingman Delaware Middle School	A Middle School Building	A building in which General Education programs are operated	Itinerant	Learning Support	12 to 13	13	1

Program Position #25

Operator: School District

PROGRAM SEGMENTS

Location/ Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Dingman Delaware Middle School	A Middle School Building	A building in which General Education programs are operated	Itinerant	Learning Support	12 to 15	14	1

Program Position #26

Operator: School District

PROGRAM SEGMENTS

Location/ Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Dingman Delaware Middle School	A Middle School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	12 to 15	17	1

Program Position #27

Operator: School District

PROGRAM SEGMENTS

Location/ Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Dingman Delaware Middle School	A Middle School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	12 to 14	13	1

Program Position #28

Operator: School District

PROGRAM SEGMENTS

Location/ Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Dingman Delaware Middle School	A Middle School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	11 to 13	12	1

Program Position #29

Operator: School District

PROGRAM SEGMENTS

Location/ Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Dingman Delaware Middle School	A Middle School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Autistic Support	12 to 14	4	1

Program Position #30

Operator: School District

PROGRAM SEGMENTS

Location/ Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Delaware Valley Elementary School	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	6 to 9	12	1

Program Position #31

Operator: School District

PROGRAM SEGMENTS

Location/ Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Delaware Valley Elementary School	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	8 to 12	11	1
Justification: Although the caseload age range exceeds three years, the age range within all classes does not exceed three years.							

Program Position #32

Operator: School District

PROGRAM SEGMENTS

Location/ Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Delaware Valley Elementary School	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	5 to 8	6	1

Program Position #33

Operator: School District

PROGRAM SEGMENTS

Location/ Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Delaware Valley Elementary School	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	5 to 10	12	1

Justification: Although the age range for this class exceeds three years, the IEP teams have determined this is the appropriate placement. This is noted in the students' IEPs.

Program Position #34

Operator: School District

PROGRAM SEGMENTS

Location/ Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Shohola Elementary School	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	5 to 8	17	1

Program Position #35

Operator: School District

PROGRAM SEGMENTS

Location/ Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Shohola Elementary School	An Elementary School Building	A building in which General Education programs	Itinerant	Learning Support	8 to 11	16	0.7

Location/ Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
		are operated					
Shohola Elementary School	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Emotional Support	6 to 9	6	0.3

Program Position #36

Operator: School District

PROGRAM SEGMENTS

Location/ Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Shohola Elementary School	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	5 to 8	10	1

Program Position #37 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: August 27, 2012

Average square feet in regular classrooms: 896 sq. ft.

Square footage of this classroom: 896 sq. ft. (32 feet long x 28 feet wide)

PROGRAM SEGMENTS

Location/ Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Shohola Elementary School	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	8 to 11	8	1

Program Position #38

  Operator: School District

  PROGRAM SEGMENTS

Location/ Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Shohola Elementary School	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Emotional Support	5 to 11	10	1
Justification: Although the age range for this classroom exceeds three years, the IEP teams have determined this is the appropriate placement. This is noted in students' IEPs.							

Program Position #39

  Operator: School District

  PROGRAM SEGMENTS

Location/ Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Shohola Elementary School	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Multiple Disabilities Support	6 to 12	7	1
Justification: Although the age range for this class exceeds three years, the IEP teams have determined this is the appropriate placement. This is noted in students' IEPs.							

Program Position #40

Operator: School District

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Dingman Delaware Primary School	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	5 to 8	20	1

Program Position #41

Operator: School District

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Dingman Delaware Primary School	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	5 to 8	16	0.8
Dingman Delaware Primary School	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Autistic Support	6 to 8	2	0.2

Program Position #42

Operator: School District

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Dingman Delaware Primary School	An Elementary School Building	A building in which General Education	Supplemental (Less Than 80% but More	Autistic Support	5 to 8	8	1

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
		programs are operated	Than 20%)				

Program Position #43

Operator: School District

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Dingman Delaware Elementary School	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	8 to 10	14	1

Program Position #44

Operator: School District

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Dingman Delaware Elementary School	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	8 to 10	18	1

Program Position #45

Operator: School District

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Dingman Delaware Elementary School	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	9 to 11	18	1

Program Position #46

Operator: School District

PROGRAM SEGMENTS

Location/ Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Dingman Delaware Elementary School	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	8 to 10	17	1

Program Position #47

Operator: School District

PROGRAM SEGMENTS

Location/ Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Dingman Delaware Elementary School	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	9 to 11	16	1

Program Position #48

Operator: School District

PROGRAM SEGMENTS

Location/ Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Dingman Delaware Elementary School	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Autistic Support	8 to 11	7	1

Program Position #49

Operator: School District

PROGRAM SEGMENTS

Location/ Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Shohola Elementary School	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	5 to 12	63	1

Justification: This is a Speech caseload. Although the age range exceeds three years, students are placed in groups that do not exceed the age range.

Program Position #50

Operator: School District

PROGRAM SEGMENTS

Location/ Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Dingman Delaware Primary School	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	5 to 8	50	1

Program Position #51

Operator: School District

PROGRAM SEGMENTS

Location/ Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Delaware Valley Elementary School	An Elementary School Building	A building in which General Education programs are	Itinerant	Speech and Language Support	5 to 12	38	0.9

		operated					
Justification: This is a Speech caseload. Although the age range exceeds three years, students are placed in groups that do not exceed the age range.							
Shohola Elementary School	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	9 to 12	5	0.1

Program Position #52

Operator: School District

PROGRAM SEGMENTS

Location/ Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Dingman Delaware Elementary School	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	9 to 12	46	0.9
Dingman Delaware Middle School	A Middle School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	12 to 14	5	0.1

Program Position #53

Operator: School District

PROGRAM SEGMENTS

Location/ Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Delaware Valley Middle	A Middle School Building	A building in which General	Itinerant	Speech and Language	12 to 15	16	0.3

School		Education programs are operated		Support			
Delaware Valley High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	14 to 20	32	0.6
Justification: This is a Speech caseload. Although the age range exceeds four years, students are placed in groups that do not exceed the age range.							
Dingman Delaware Middle School	A Middle School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	12 to 14	5	0.1

Special Education Support Services

Support Service	Location	Teacher FTE
School Psychologist	Delaware Valley High School (.4) and Delaware Valley Elementary School (.6)	1
School Psychologist	Shohola Elementary School (.2), Dingman Delaware Elementary School (.2) and Dingman Delaware Middle School (.6)	1
School Psychologist	Dingman Delaware Primary School (.7), Dingman Delaware Elementary School (.1) and	1

	Delaware Valley Middle School (.2)	
Supervisor of Special Education	All buildings	1
Educational Consultant	All buildings	1
Secretary to Supervisor	All buildings	1
Medical Assistance Secretary	All buildings	1
Transition Coordinator	Delaware Valley High School	1
Instructional Assistants	All buildings	47.9

Special Education Contracted Services

Special Education Contracted Services	Operator	Amt of Time per Week
Occupational Therapist	Intermediate Unit	37.5 Hours
Occupational Therapist	Intermediate Unit	19 Hours
Physical Therapist	Intermediate Unit	16 Hours
Audiology Services	Intermediate Unit	1.65 Hours
Itinerant Hearing Support	Intermediate Unit	21 Hours
Itinerant Vision Support	Intermediate Unit	2.5 Hours
Licensed Social Worker	Intermediate Unit	37.5 Hours
Autism Consultant	Outside Contractor for the School District	1 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:

No district school is currently in the position that would require a school level improvement plan.

District Accomplishments

Accomplishment #1:
Increase in enrollment in AP classes.

Accomplishment #2:
Improved student achievement on AP exams, including number of AP scholars

Accomplishment #3:
Steady improvement in SAT scores over five-year period

Accomplishment #4:
Delaware Valley High Shool was identified as one of America's top high schools.

Accomplishment #5:
Delaware Valley Middle School was identified as a Blue Ribbon School.

Accomplishment #6:
Project Lead the Way (Pre-Engineering) curricula in place for grades 7-12

District Concerns

Concern #1:
The three elementary schools are on warning for 2012 Special Ed subgroup in reading.

Concern #2:
One middle school is on warning for 2012 Special Ed subgroup in math.

Concern #3:
PSSA reading scores drop significantly in fifth grade.

Concern #4:
PSSA science scores are weak at middle and high school levels.

Concern #5:
PVAAS data shows many students failing below predicted levels of achievement.

Concern #6:
PA Common Core Standards and Keystone Exams will require a higher level of instruction.

Prioritized Systemic Challenges

Systemic Challenge #1 *(System #7)* Establish a district system that fully ensures students who are academically at risk are identified early and are supported by a process that provides interventions based upon student needs and includes procedures for monitoring effectiveness.

Aligned Concerns:

The three elementary schools are on warning for 2012 Special Ed subgroup in reading.

One middle school is on warning for 2012 Special Ed subgroup in math.

PSSA reading scores drop significantly in fifth grade.

PSSA science scores are weak at middle and high school levels.

PVAAS data shows many students falling below predicted levels of achievement.

PA Common Core Standards and Keystone Exams will require a higher level of instruction.

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

Aligned Concerns:

The three elementary schools are on warning for 2012 Special Ed subgroup in reading.

One middle school is on warning for 2012 Special Ed subgroup in math.

PSSA reading scores drop significantly in fifth grade.

PSSA science scores are weak at middle and high school levels.

PVAAS data shows many students falling below predicted levels of achievement.

PA Common Core Standards and Keystone Exams will require a higher level of instruction.

Systemic Challenge #3 *(System #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.

Aligned Concerns:

The three elementary schools are on warning for 2012 Special Ed subgroup in reading.

One middle school is on warning for 2012 Special Ed subgroup in math.

PSSA reading scores drop significantly in fifth grade.

PSSA science scores are weak at middle and high school levels.

PVAAS data shows many students falling below predicted levels of achievement.

PA Common Core Standards and Keystone Exams will require a higher level of instruction.

Systemic Challenge #4 *(System #2)* Establish a district system that fully ensures the consistent implementation of effective instructional practices across all classrooms in each school.

Systemic Challenge #5 *(System #10)* Establish a district system that fully ensures professional development is focused, comprehensive and implemented with fidelity.

Systemic Challenge #6 *(System #6)* Establish a district system that fully ensures specially designed instruction is provided to meet the unique learning needs of children with disabilities at no cost to a parent.

Systemic Challenge #7 *(System #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 #8 *(System #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 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.

      Related Challenges:
- Establish a district system that fully ensures professional development is focused, comprehensive and implemented with fidelity.
- Establish a district system that fully ensures specially designed instruction is provided to meet the unique learning needs of children with disabilities at no cost to a parent.
- Establish a district system that fully ensures barriers to student learning are addressed in order to increase student achievement and graduation rates.

      Indicators of Effectiveness:

        Type: Summative
        Data Source: PSSA, PASA, (2013-2016)
        Specific Targets: The district will meet or exceed annual state targets for proficiency.

        Type: Summative
        Data Source: Keystone Exams and performance based assessments (2013-2016)
        Specific Targets: The district will meet or exceed annual state targets for proficiency and state graduation requirements.

        Type: Formative
        Data Source: Benchmark Assessments (2013-2016)
        Specific Targets: Data analysis of assessment results/adjustment of instruction

Strategies:

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

Computer-Based Math and Reading Programs

Description:
These computer programs provide differentiated instruction opportunities for students.
SAS Alignment: Instruction, Materials & Resources

Tutoring Assistance

Description:
The district will provide before or after school tutoring assistance to students who have been indentified as at risk based on state and local assessment data.
SAS Alignment: Instruction, Assessment

Summer School Programs Expansion

Description:
Summer school expansion will provide additional opportunities for students to gain both remediation and enrichment in PSSA subjects and in Keystone Exam tested subjects
SAS Alignment: Assessment, Instruction

Professional Development in Use and Integration of Computer-Based Programs

Description:
This is targeted professional development on specific reading and math programs such as Reading Eggs, Study Island, Fast Math, Read 180, and Education City.
SAS Alignment: Materials & Resources

Action Steps:

Use Diagnostic Tools to Identify Students Who Are Deficient in Basic Computational Skills.

Indicator of Implementation:
All students identified by end of grade two with ongoing identification as needed.
Start Date: 7/1/2013   **End Date:** 6/30/2016
Program Area(s): Special Education, Educational Technology
Supported Strategies:

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

Provide Targeted Remediation in Math for all Identified Students.

Indicator of Implementation:

All identified students receiving appropriate support via differentiated instruction and/or tutoring

Start Date: 7/1/2013   **End Date:** 6/30/2016

Program Area(s): Special Education

Supported Strategies:

- *Computer-Based Math and Reading Programs*
- *Tutoring Assistance*
- *Summer School Programs Expansion*

Use Diagnostic Tools to Identify Students Who Are Deficient in Decoding and/or Basic Reading Comprehension Skills.

Indicator of Implementation:

All students identified by end of grade 1/ongoing as needed

Start Date: 7/1/2013   **End Date:** 6/30/2016

Program Area(s):

Supported Strategies:

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

Provide Targeted Remediation in Reading for all Identified Students.

Indicator of Implementation:

All identified students reveiving appropriate support via differentiated instruction and/or tutoring.

Start Date: 7/1/2013   **End Date:** 6/30/2016

Program Area(s): Special Education

Supported Strategies:

- *Computer-Based Math and Reading Programs*
- *Tutoring Assistance*
- *Summer School Programs Expansion*

Provide Professional Development in Targeted Remediation for Teachers and Reading Specialists.

Indicator of Implementation:

There will be scheduled professional development sessions on reading strategies.

Start Date: 7/1/2013   **End Date:** 6/30/2016

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

Supported Strategies:

- *Professional Development in Use and Integration of Computer-Based Programs*

Goal #2: To establish a district system that ensures the use of curricula aligned to Common Core Standards and Keystone Exam anchors and eligible content across all schools for all students.

Related Challenges:
- Establish a district system that fully ensures consistent implementation of standards aligned curricula across all schools for all students.
- Establish a district system that fully ensures professional development is focused, comprehensive and implemented with fidelity.

Indicators of Effectiveness:

Type: Summative

Data Source: Keystone Exams and performance-based assessments (2013-2016)

Specific Targets: District meeting or exceeding state graduation requirements

Type: Formative

Data Source: Benchmark Assessments (2013-2016)

Specific Targets: Data analysis of assessment results/adjustment of instruction

Strategies:

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

Periodic Review of Curricula

Description:

The district will continue to use, at a minimum, its 5 year review and update process for planned course development, to insure that all courses are kept up to date and aligned with state and national standards.

SAS Alignment: Standards, Curriculum Framework, Instruction

Professional Development and Training

Description:

The district will provide Summer Academy for all employees and continue with ongoing professional development during the school year on Common Core Standards.
SAS Alignment: Standards, Assessment, Instruction, Materials & Resources

Action Steps:

All English/Language Arts, Reading, Math, Science, and Social Studies Curricula will be Revised and Aligned to Common Core Standards and Keystone Exam Anchors and Eligible Content.

Indicator of Implementation:
Revised/aligned curricula
Start Date: 7/1/2013   **End Date:** 6/30/2016
Program Area(s): Professional Education
Supported Strategies:
- *Periodic Review of Curricula*
- *Professional Development and Training*

English/Language Arts, Reading, Math, Science, and Social Studies Teachers will be Trained in the Implementation on Common Core Standards and Keystone Exam Anchors and Eligible Content.

Indicator of Implementation:
Teachers trained
Start Date: 7/1/2013   **End Date:** 6/30/2016
Program Area(s): Professional Education
Supported Strategies:
- *Periodic Review of Curricula*
- *Professional Development and Training*

Administrators will be Trained in Data Analysis using Teachscape.

Indicator of Implementation:
Administrators trained.
Start Date: 7/1/2013   **End Date:** 6/30/2016
Program Area(s): Professional Education
Supported Strategies:
- *Periodic Review of Curricula*
- *Professional Development and Training*

Administrative Team will use Teachscape to Monitor Implementation of Revised Curricula.

Indicator of Implementation:
Use of Teachscape data to monitor implementation of curricula.
Start Date: 7/1/2013   **End Date:** 6/30/2016
Program Area(s): Professional Education
Supported Strategies:

- *Periodic Review of Curricula*
- *Professional Development and Training*

Goal #3: To establish a district system that ensures the use of common, standards-aligned, summative assessments for every course in every core content discipline (English/language arts, reading, math, science, and social studies); these assessments will be used to help ensure the consistent implementation of standards-aligned curricula and effective instructional practices in every classroom.

Related Challenges:

- Establish a district system that fully ensures consistent implementation of standards aligned curricula across all schools for all students.
- Establish a district system that fully ensures the consistent implementation of effective instructional practices across all classrooms in each school.
- 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 professional development is focused, comprehensive and implemented with fidelity.

Indicators of Effectiveness:

Type: Summative
Data Source: PSSA, PASA
Specific Targets: District meeting or exceeding annual state targets for proficiency

Type: Summative
Data Source: Keystone Exams and performance-based assessments
Specific Targets: District meeting or exceeding state graduation requirements

Type: Summative
Data Source: Teacher-developed end-of-course exams
Specific Targets: Data analysis of exam results

Type: Summative
Data Source: Textbook end-of-unit exams

Specific Targets: Data analysis of exam results

Strategies:

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 ; Differentiated Instruction: Effective classroom practices report, http://www.cast.org/system/galleries/download/ncac/DifInstruc.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

Common Assessment within Grade/Subject

Description:
The district will align all courses to the Common Core Standards and provide common assessments in all grades and subjects to monitor student's progress towards achieving the standards.
SAS Alignment: Standards, Assessment

Vertical Articulation of Curriculum

Description:
Verticle Teaming will occur in all departments so that curriculum and curriculum pacing guides are available to PreK-12 for all subject areas.
SAS Alignment: Curriculum Framework

Use of the Standards Aligned System (SAS) Electronic Classroom Diagnostic Tool

Description:
The Classroom Diagnostic Tool (CDT) will be used to diagnose and monitor student progress towards specific defined benchmarks.
SAS Alignment: Assessment

Professional Development and Training

Description:
Teachers and support staff will be provided ongoing professional development on topics that will assist teachers in improving their instruction so that students meet and exceed all state mandated targets for PSSA and Keystone Exams.
SAS Alignment: Instruction, Standards, Materials & Resources

Action Steps:

English/Language Arts, Reading, Math, Science, and Social Studies Teachers in Grades 7-12 will Work Collaboratively to Align Curricula and Develop Common End-of-Course/End-of-Content Assessments.

Indicator of Implementation:
Assessments will be developed and put into use by all teachers.
Start Date: 7/1/2013   **End Date:** 6/30/2016
Program Area(s): Professional Education
Supported Strategies:

- *Common Assessment within Grade/Subject*
- *Vertical Articulation of Curriculum*

Elementary Teachers will Administer Textbook-Based End-of-Content Assessments in Reading and Math.

Indicator of Implementation:
There will be assessments in use by all teachers.
Start Date: 7/1/2013   **End Date:** 6/30/2016
Program Area(s):
Supported Strategies:

- *Common Assessment within Grade/Subject*
- *Vertical Articulation of Curriculum*
- *Professional Development and Training*

English/Language Arts, Reading, Math, Science, and Social Studies Teachers will use Assessment Data from a Variety of Sources to Inform and Implement Differentiated Instruction.

Indicator of Implementation:
Teacher lesson plans, formal classroom observations, walkthroughs, data analysis at grade level and subject area meetings

Start Date: 7/1/2013   **End Date:** 6/30/2016

Program Area(s): Professional Education

Supported Strategies:

- *Differentiating Instruction*
- *Common Assessment within Grade/Subject*
- *Use of the Standards Aligned System (SAS) Electronic Classroom Diagnostic Tool*
- *Professional Development and Training*