

Riverview SD

District Level Plan

07/01/2019 - 06/30/2022

- Building Principals to work with stakeholder teams to develop Building Plans
- Submit building plans to Superintendent for review by January 2018
- Complete District Profile section of CP using current data with plan to revise as needed at later date

January 2018

- Administrative Team Reviews Building Plans to determine systemic connections and implication - makes revisions as necessary
- Conduct Needs Assessment based on Building Plans and Summer Data Analysis sessions pertaining to Root Cause, PSSAs, Keystones, PA Common Core

February 2018

- Complete Core Foundations
- Complete Needs Assessment
- Solicit Committee Members via District Web Page, Community communication links, Facebook

March 2018

- Send out additional invitation to join committee via District email tool
- Share/discuss ideas at Superintendent Parent Meeting
- Create Community/Stakeholder survey - assistance from University of Pittsburgh Collaborative for Evaluation and Assessment Capacity
- Distribute and invite community/stakeholders to complete survey
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April 2018

- Compile and analyze survey results - via University of Pittsburgh
- Innovation Teacher Team discussion and input session
- Special Education Plan for Public View

MAY 2018

- Kick Off Meeting for Committee
- Board Approval of Special Education Plan
- Subcommittees to meet and conduct analysis and recommendations: Academics, School Safety, Customization, Opportunities, Marketing, Sustainability and Finance

May 30, 2018

- Special Education Plan Due to PDE

June 2018

- Subcommittee present and report analysis and recommendations to full committee

June 2017 - August 2017

- Subcommittees meet and conduct follow-up analysis and recommendations
- Subcommittees complete finance reports for strategy needs and sustainability to Finance and sustainability Committee
- Finance and Sustainability Committee reviews and provides feedback to subcommittees
- All new input and recommendation reviewed with Full Committee

September/October 2018

- DRAFT of CP written using all subcommittee and committee recommendations and input
- Share District CP Plan with School Board and place for Public Review of Plan - (28 days)

October/November 2018

- Adjustments to plan made based on input of board and public
- Final draft shared with school board
- Board Approval of Plan

November 30, 2018

- Comprehensive Plan due to PDE - submit plan

Spring 2019

- Create Reader Friendly Version of Strategic Plan

Spring/Summer 2019

- Share the Reader Friendly Version of the Strategic Plan with all Stakeholders
- Publication and mailing: Employees, Board, Parents, Website

FALL 2019

- **Small Education Group Sessions - Board Meeting, Superintendent Parent Workshop, Faculty Meetings**

July 1, 2019 - June 30, 2022

- Implementation and Monitoring of Plan

Mission Statement

Serious Commitment to Student Success

"Serious Success"

Vision Statement

Recognizing the importance of providing our students with lifelong learning skills, the Riverview School District's vision is to prepare each student for a successful collegiate education and/or employment within the global workforce.

We pledge to do this through a commitment to data informed decision-making, competitive academic programming, personalized attention, and by providing our students with a variety of learning opportunities that assist each of them with discovering their talents and potential.

By committing ourselves to this vision, we strive to be one of the most academically competitive school districts in the region.

Shared Values

1. We believe in establishing systems that ensure a safe, respectful, learning community.
2. We are committed to data-informed decision making, competitive academic excellence, and continuous improvement; we hold high standards and believe that effort and integrity are essential.
3. We are a community committed to providing diverse opportunities in academics, activities, arts and athletics to meet the unique talents and needs of our students.
4. We are an educational community that believes in the value of fostering leaders and lifelong learners.
5. We recognize the individual talents and needs of each student and support each child to reach his or her potential.

Educational Community

Riverview School District is located ten miles up the Allegheny River from Pittsburgh's historic Point State Park, the colonial site of Fort Duquesne and Fort Pitt. It is a small, suburban public school district serving the Pittsburgh suburbs of Oakmont and Verona. Riverview School District encompasses approximately 1.5 square miles and services approximately 1,000 students. As is the case with nearly all School Districts in Allegheny County, Riverview School District has experienced an 8% decline in enrollment since 2008. Since 2012, there has been an increase in the percentage of economically disadvantaged students across the school district. One elementary school is a school-wide Title One School. Our industries are primarily small businesses within a walking community. We are currently working to initiate more organizational resources, but have good working relationships with the local library, local emergency response teams, small businesses and area preschools. An Educational Foundation was established in 2016 to support STREAM initiatives and curricular opportunities for students. The communities continue to prioritize the integration of the arts in all aspects of the overall education for our students. We offer a variety of community partnership events within our schools. Our students attend one of two neighborhood elementary schools, Verona Elementary School in Verona (K-6) and Tenth Street Elementary School (K-6) in Oakmont. In 7th grade, our students begin attending a singular Junior-Senior High School. We have created a school environment where our junior high students receive a good portion of their education within a smaller area of the larger building in house like fashion. We continue to enhance and focus on the use of a middle school concept/environment for our students attending the Junior Senior High School building. Over the past few years we have enhanced advanced placement courses adding several AP courses, targeting more online learning resources, and encouraging our students to take advantage of career to work opportunities through senior projects, volunteer work, technology, votechnical education, a required personal finance course, and college courses in high school.

Planning Committee

Name	Role
Margaret DiNinno	Administrator : Professional Education Special Education
Margaret DiNinno	Administrator : Professional Education Special Education Schoolwide Plan
Neil English	Administrator : Professional Education
Neil English	Administrator : Professional Education
Tammy Good	Administrator
Eric Hewitt	Administrator
Eric Hewitt	Administrator : Professional Education
Mary Ann Plance	Administrator : Professional Education
Mary Ann Plance	Administrator : Professional Education Special Education Schoolwide Plan
David Zolkowski	Administrator : Professional Education
Lisa Ashbaugh	Board Member
Freda Aughenbaugh	Board Member
Alex DiClaudio	Board Member
David DiPietro	Board Member
Jeanine Hurt-Robinson	Board Member
Arlene Loeffler	Board Member
Maureen McClure	Board Member
Jon Nelhsen	Board Member
Ernest Tillman	Board Member
Neil English	Building Principal : Professional Education
Eric Hewitt	Building Principal : Professional Education
Mary Ann Plance	Building Principal : Special Education
Carrie DelRosso	Business Representative : Professional Education
Nathan Howell	Business Representative
Shane Michael	Business Representative : Professional Education
J.R. Ambrose	Community Representative
Karen Crowell	Community Representative : Professional Education
Alex DiClaudio	Community Representative
Chief Ford	Community Representative : Professional

	Education
John Hackworth	Community Representative
Peter Mathis	Community Representative
Beth Mellor	Community Representative
David Ricupero	Community Representative
Stefanie Woolford	Community Representative
Lynn Madden	Ed Specialist - Instructional Technology : Professional Education
Robert Rizzo	Ed Specialist - Instructional Technology : Professional Education
Kristy Lape	Elementary School Teacher - Regular Education : Professional Education
Colleen Walsh	Elementary School Teacher - Regular Education : Professional Education
Beth Funtal	Elementary School Teacher - Special Education : Special Education
Shawn Ogrodowski	Elementary School Teacher - Special Education
Hal Behl	High School Teacher - Regular Education : Professional Education
Suzie Gardner	High School Teacher - Regular Education : Professional Education
Lee Hedderman	High School Teacher - Regular Education : Professional Education
Rachelle Poth	High School Teacher - Regular Education : Professional Education
Robert Rizzo	Instructional Technology Director/Specialist : Professional Education
Mellisa Arnette	Middle School Teacher - Regular Education : Professional Education
Marlee Deluca	Middle School Teacher - Regular Education : Professional Education
Suzie Everette	Middle School Teacher - Regular Education : Professional Education
Tina Abraham	Parent : Professional Education
Beill Albright	Parent : Professional Education
Bill Albright	Parent : Professional Education
Pam Billet	Parent : Professional Education
Pam Billet	Parent : Special Education
Greg Billet	Parent : Professional Education
Jennifer Boyer	Parent : Professional Education

Karen Crowell	Parent : Special Education
Hunter Daley	Parent : Professional Education
Erica Dudash	Parent
Nicole Duncan	Parent
Abby Fahey	Parent
Jill Fleming	Parent
Amanda Gornic	Parent
Mary Lou Graham	Parent
Donna Hanlon	Parent : Professional Education
Adrienne Hoolahan	Parent : Professional Education
Dara Ketterer	Parent
Korie Klein	Parent
Rachel Lendyak	Parent
Michael Loughren	Parent
Laura Lowe	Parent : Professional Education
Christine McBride	Parent
Jessica Meising	Parent
Tami Minnier	Parent
Mary Kay Pronio	Parent : Special Education
Marty Pronio	Parent : Special Education
Mary Kay Pronio	Parent
Marty Pronio	Parent : Professional Education
Drew Richards	Parent : Professional Education
Kimberly Roller	Parent : Professional Education
Heather Roupas	Parent : Special Education
Tara Jean Schaaf	Parent
Michael Schuelke	Parent
Erin Schuetz	Parent
Amanda Smith	Parent : Professional Education
Erica Snyder	Parent : Professional Education
Tara Stempfer	Parent
Angharad Stock	Parent
Judene Sykes	Parent : Professional Education
Judene Sykes	Parent : Professional Education
Karen Truchok	Parent
Dimitri Tsambis	Parent
Pete Wilton	Parent
Christina Monroe	Special Education Director/Specialist : Professional Education Special Education

David Zolkowski	Student Services Director/Specialist : Professional Education
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Core Foundations

Standards

Mapping and Alignment

Elementary Education-Primary Level

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

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

We do not offer family and consumer science at the elementary primary level.

Elementary Education-Intermediate Level

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

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

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

We do not offer family and consumer science at the elementary intermediate level. We plan to offer STEM related rotations, Internet Safety lessons in our library class, and keyboarding skills lessons during scheduled computer lab times at the elementary level beginning in the 2017-2018 school year. This has been integrated into our elementary curriculum.

We are realigning STEM science kits to assist our students in Science and Technology. This began during the 2017-2018 school year.

Middle Level

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

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

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

Increasing the existence and academic rigor and alignment of Science, Technology and Engineering (and Math--STEM) programs is an area of need.

A STEM class rotation has been added for all 7th and 8th grade students.

Our school guidance counselors have begun using the Naviance program to support students.

High School Level

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

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

Increasing the existence and academic rigor and alignment of Science, Technology and Engineering (and Math--STEM) programs is an area of need.

Focused efforts on STEM integration and student experiences has been expanded and more integrated through various venues such as community events, the gifted and enrichment program, teacher training and resource activities/experiences such as Pete & C.

A Technology class, and advanced technology class and a robotics class has been added to the course selection guide.

Adaptations

Elementary Education-Primary Level

Checked answers

- Arts and Humanities
- Career Education and Work
- PA Core Standards: English Language Arts
- PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects
- PA Core Standards: Mathematics
- Health, Safety and Physical Education

Unchecked answers

None.

Elementary Education-Intermediate Level

Checked answers

- Arts and Humanities
- Career Education and Work
- PA Core Standards: English Language Arts
- PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects
- PA Core Standards: Mathematics
- Health, Safety and Physical Education
- Science and Technology and Engineering Education

Unchecked answers

None.

Middle Level

Checked answers

- Arts and Humanities
- Career Education and Work
- PA Core Standards: English Language Arts
- PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects
- PA Core Standards: Mathematics
- Health, Safety and Physical Education
- Science and Technology and Engineering Education

Unchecked answers

None.

High School Level

Checked answers

- Arts and Humanities
- Career Education and Work
- PA Core Standards: English Language Arts
- PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects
- PA Core Standards: Mathematics
- Health, Safety and Physical Education
- Science and Technology and Engineering Education

Unchecked answers

None.

Explanation for any standards checked:

The Arts, Career Education, PA Core in ELA and Math, and Physical Education have been areas where we have worked to develop the existing applicable PA Standards.

We have added STEM component as part of science in grades 4-6. Grades 7 and 8 now have a STEM class as part of their elective rotation schedule.

The Jr/Sr High School guidance counselor have begun using Naviance software to assist students with college and career readiness.

The elementary guidance counselors have begun scheduled structured lessons on a variety of topics.

Curriculum

Planned Instruction

Elementary Education-Primary Level

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

Processes used to ensure Accomplishment:

We are working to more adequately map and articulate the curricula at the primary level.

We are examining better ways to measure and manage data associated with student mastery within planned courses, instructional units, and interdisciplinary studies.

During the 2017-2018 school year a core group of teachers were trained using Rubicon program to map curriculum and apply correlating standards. During the 2018-2019 school year we have begun to have the entire staff use Rubicon to map curriculum and apply correlating standards.

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

n/a

Elementary Education-Intermediate Level

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

Processes used to ensure Accomplishment:

We are working to more adequately map and articulate the curricula at the intermediate level. We are examining better ways to measure and manage data associated with student mastery within planned courses, instructional units, and interdisciplinary studies. During the 2017-2018 school year a core group of teachers were trained using Rubicon program to map curriculum and apply correlating standards. During the 2018-2019 school year we have begun to have the entire staff use Rubicon to map curriculum and apply correlating standards.

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

n/a

Middle Level

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

Processes used to ensure Accomplishment:

We are working to more adequately map and articulate the curricula at the middle level. We are examining better ways to measure and manage data associated with student mastery within planned courses, instructional units, and interdisciplinary studies. We have recently initiated the development of a true middle school model within our existing Junior/Senior High School that developmentally supports and connects student learning across the curriculum for middle level students.

The true middle school concept has been implemented with success. All students receive core class and have scheduled elective rotations for both 7th and 8th grade. Students in both grades also have a common enrichment/remedial period that is flexible to meet individual student needs.

A reading specialist was added to Riverview school District staff to focus primarily on grades 5-8.

During the 2017-2018 school year a core group of teachers were trained using Rubicon program to map curriculum and apply correlating standards. During the 2018-2019 school year we have begun to have the entire staff use Rubicon to map curriculum and apply correlating standards.

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

n/a

High School Level

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

Processes used to ensure Accomplishment:

We are working to more adequately map and articulate the curricula at the middle level. We are examining better ways to measure and manage data associated with student mastery within planned courses, instructional units, and interdisciplinary studies.

During the 2017-2018 school year a core group of teachers were trained using Rubicon program to map curriculum and apply correlating standards. During the 2018-2019 school year we have begun to have the entire staff use Rubicon to map curriculum and apply correlating standards.

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

n/a

Modification and Accommodations

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

All students are serviced in their Least Restrictive Environment. Modifications and accommodations are made based on each students' IEP so that they may attend the Least Restrictive Environment for their education and be successful.

Instruction

Instructional Strategies

Checked Answers

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

Unchecked Answers

- Peer evaluation/coaching
- Instructional Coaching

Regular Lesson Plan Review

Checked Answers

- Administrators
- Building Supervisors
- Department Supervisors

Unchecked Answers

- Instructional Coaches
- Not Reviewed

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

In addition, we have started offering Professional Development targeted at training teachers in consistent ways (across classroom, grades, subjects, and programs) to analyze student learning data in relation to the standards in order to better inform their instruction. Professional development time has been used to for teachers across grade levels and subjects to collaborate and analyze data.

A reading specialist has been added to offer assistance to students as well as staff members.

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

We do not have the resources to offer peer or instructional lesson coaching this time, but we are considering ways to cultivate these strategies in the future. Two possible mechanisms are being considered for future incorporation toward these ends: a teacher-driven teacher leadership initiative and weekly data analysis meetings that could eventually be transitioned into Professional Learning Communities.

Professional development time has been used to for teachers across grade levels and subjects to collaborate and analyze data.

A reading specialist has been added to offer assistance to students as well as staff members. The 7th and 8th grade teachers have some time to use for common planning and to analyze data.

Responsiveness to Student Needs

Elementary Education-Primary Level

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

If necessary, provide further explanation. (Required explanation if column selected was n/a)

Elementary Education-Intermediate Level

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

	classrooms
A variety of practices that may include structured grouping, flexible scheduling and differentiated instruction are used to meet the needs of gifted students.	Implemented in 50% or more of district classrooms

If necessary, provide further explanation. (Required explanation if column selected was n/a)

Middle Level

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

If necessary, provide further explanation. (Required explanation if column selected was n/a)

High School Level

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

	classrooms
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If necessary, provide further explanation. (Required explanation if column selected was n/a)

Recruitment

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

We have been refining our hiring process to identify teachers who have the experience and qualifications to offer rigorous curricular delivery.
We offer flexible scheduling options for students who need special accommodations or modifications to assist with graduating on time.

Assessments

Local Graduation Requirements

Course Completion	SY 19/20	SY 20/21	SY 21/22
Total Courses	26.50	26.50	26.50
English	4.00	4.00	4.00
Mathematics	4.00	4.00	4.00
Social Studies	4.00	4.00	4.00
Science	4.00	4.00	4.00
Physical Education	1.60	1.60	1.60
Health	0.60	0.60	0.60
Music, Art, Family & Consumer Sciences, Career and Technical Education	1.50	1.50	1.50
Electives	6.80	6.80	6.80
Minimum % Grade Required for Credit (Numerical Answer)	60.00	60.00	60.00

Graduation Requirement Specifics

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

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

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

Unchecked answers

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

Local Assessments

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

Methods and Measures

Summative Assessments

Summative Assessments	EEP	EEI	ML	HS
PSSA	X	X	X	
COGAT	X	X		
Keystone			X	X
Unit/Chapter Tests	X	X		X
Final Exams				X

Benchmark Assessments

Benchmark Assessments	EEP	EEI	ML	HS
AIMS Web	X	X		
Dibels	X			
Local Math Assessment				X

Formative Assessments

Formative Assessments	EEP	EEI	ML	HS
Classroom Formative Assessment	X	X	X	X

Diagnostic Assessments

Diagnostic Assessments	EEP	EEI	ML	HS
CDT	X	X	X	X

Validation of Implemented Assessments

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

Provide brief explanation of your process for reviewing assessments.

We have had the assistance of external experts who have worked with our teachers to consider multiple and varied standards-align assessments in addition to internal review (including: principals, district administrators, and department chairs).

Development and Validation of Local Assessments

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

A local assessment is administered in High School Math and English; these assessments are independently and objectively evaluated each year based on the standards and eligible content.

Collection and Dissemination

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

Our school leaders and instructional teams use OnHands Schools, a technology database that compiles and manages a broad variety of student data in multiple ways.

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.

We examine where various students have not reached mastery or proficiency and then drill down farther to determine what aspect of the standard(s) are challenging the students. Instruction is then adjusted to meet students' specific needs in these areas with interventions to help students demonstrate proficiency.

Assessment Data Uses

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

Provide brief explanation of the process for incorporating selected strategies.

These strategies are used together in order to effectively analyze assessment data in ways that teachers can use it to inform instruction, particularly for student who did not demonstrate mastery.

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

n/a

Distribution of Summative Assessment Results

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

Provide brief explanation of the process for incorporating selected strategies.

We frequently inform the public about students' summative assessment results using a variety of mechanisms and approaches including: individual parent contact, district newsletters, school newsletters, website, school board presentations, superintendent focus sessions.

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

We are working toward a more customized approach to sharing information about scores at the individual level; our Riverview Customized Education Plans are a good mechanism for this. We will reach out to students and families to discuss scores at the individual level. It has been difficult to share information about the scores in the Calendar and the Handbook as we generally never receive them early enough from PDE with finality to include them in these publications in time to print them for the coming school year.

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.

We aim to demonstrate continued growth in student achievement by systemically using data to inform instruction at the classroom and individual student level. We employ

personalized attention, interventions, and enrichment based on data to customize a successful learning experience for every child based on their strengths and needs. For schools that qualify we use Title monies to add additional resources including teaching staff to offer additional assistance to students and staff.

We have used attendance incentive programs to increase student attendance.

We began a breakfast in the classroom program at one elementary school and a grab and go breakfast and second chance breakfast program at the Jr/ Sr High School so that students have eaten breakfast and are ready to learn.

We added time in the elementary school for students to receive enrichment or remediation based on individual needs.

We added one period every day where students in grades 7 and 8 have enrichment or remediation based on individual needs.

After school tutoring is offered at scheduled times.

Programs, Strategies and Actions

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

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

Due to limited resources, we are unable to fund a School Resource Officer at this time. We have a strong relationship with our local Law Enforcement in both Boroughs. They are active members of our safety and emergency management plans and visit our schools on a weekly basis.

Screening, Evaluating and Programming for Gifted Students

Describe your entity's awareness activities conducted annually to inform the public of the gifted education services and programs offered (newspaper, student handbooks, school website, etc.)

1. Our entity employs several levels and multiple measures of screening for the identification of gifted students. At the end of first grade, the CogAT is administered to all students as a universal screening tool. The resulting score then assists in determining if additional levels of screening will be used. At the next level, the KBIT and KTEA are administered by the School Guidance Counselor. Students who score near 130 are then screened by our School Psychologist, who administers the WISC.

Other criteria used in identifying gifted ability include:

a.) A year or more above grade achievement level for the normal age group in one or more subjects as measured by Nationally normed and validated achievement tests able to accurately reflect gifted performance. Subject results shall yield academic instruction levels in all academic subject areas.

b.) An observed or measured rate of acquisition/retention of new academic content or skills that reflect gifted ability.

c.) Demonstrated achievement, performance or expertise in one or more academic areas as evidenced by excellence of products, portfolio or research, as well as criterion-referenced team judgment.

2. Our Gifted Program features both pull-out enrichment instruction with our Gifted Teachers and differentiated enrichment work within the regular classroom with the Regular Education Teachers. With our program, the Regular Education and Enrichment Teachers co-plan and offer tiered instruction for the benefit of the students. Additionally, high achieving students who do not meet the qualifying 130 IQ score can receive enrichment services based on meeting the criteria set forth in a locally designed enrichment matrix, which is reviewed each semester to determine if students qualify based on the aforementioned criteria.

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

At the end of first grade the CogAT is administered to all students as a universal screening tool.

Teacher observation and referral.

Parent referral.

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

Our entity employs several levels and multiple measures of screening for the identification of gifted students. At the end of first grade, the CogAT is administered to all students as a universal screening tool. The resulting score then assists in determining if additional levels of screening will be used. At the next level, the KBIT and KTEA are administered by the School Guidance Counselor. Students who score near 130 are then screened by our School Psychologist, who administers the WISC.

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- b.) An observed or measured rate of acquisition/retention of new academic content or skills that reflect gifted ability.
- c.) Demonstrated achievement, performance or expertise in one or more academic areas as evidenced by excellence of products, portfolio or research, as well as criterion-referenced team judgment.

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

. Our Gifted Program features both pull-out enrichment instruction with our Gifted Teachers and differentiated enrichment work within the regular classroom with the Regular Education Teachers. With our program, the Regular Education and Enrichment Teachers co-plan and offer tiered instruction for the benefit of the students. Additionally, high achieving students who do not meet the qualifying 130 IQ score can receive enrichment services based on meeting the criteria set forth in a locally designed enrichment matrix, which is reviewed each semester to determine if students qualify based on the aforementioned criteria.

Developmental Services

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

Explanation of developmental services:

n/a

Diagnostic, Intervention and Referral Services

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

Explanation of diagnostic, intervention and referral services:

n/a

Consultation and Coordination Services

Consultation and Coordination Services	EEP	EEI	ML	HS
Alternative Education			X	X
Case and Care Management			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

Explanation of consultation and coordination services:

n/a

Communication of Educational Opportunities

Communication of Educational Opportunities	EEP	EEI	ML	HS
Course Planning Guides	X	X	X	X
Directing Public to the PDE & Test-related Websites	X	X	X	X
Individual Meetings	X	X	X	X
Letters to Parents/Guardians	X	X	X	X
Local Media Reports	X	X	X	X
Website	X	X	X	X
Meetings with Community, Families and Board of Directors	X	X	X	X
Mass Phone Calls/Emails/Letters	X	X	X	X
Newsletters	X	X	X	X
Press Releases	X	X	X	X
School Calendar	X	X	X	X
Student Handbook	X	X	X	X
Department Brochures were developed K-12 across all content areas and programs to share information about our schools and curricula.	X	X	X	X

Communication of Student Health Needs

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

Frequency of Communication

Elementary Education - Primary Level

- Monthly

Elementary Education - Intermediate Level

- Monthly

Middle Level

- Monthly

High School Level

- Monthly

Collaboration for Interventions

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

Our teachers and staff collaborate with any individual providing intervention to monitor progress, share ideas, and integrate strategies to support student learning and growth (OT, PT, social work, TSS Support, etc.).

We have daily Junior High meetings to coordinate all interventions for our students. At the High School level, we meet monthly to examine interventions and discuss effectiveness.

Community Coordination

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

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

We have a partnership with the Riverview Children's Center. They operate a Pre-K classroom in one of our Elementary Schools. We also house a DART Program in one of our Elementary Schools in partnership with our Intermediate Unit. Both of these programs help students and parents transition into Kindergarten. Riverview School District provides multiple opportunities for parents and children to come into the school to meet the Kindergarten teachers, tour the building, conduct screenings, discuss transition with parents, provide parents with summer activities to support transition to school and meet the new Kindergarten students. Riverview collaborates with both programs to identify children with special needs and provide the necessary supports to facilitate a smooth transition to Kindergarten.

We coordinate tutoring and afterschool programs with our two local communities. Our students volunteer in Verona to tutor elementary aged students. The principal coordinates

the volunteers. A local church group provides tutoring to our students after school. Also, our teachers are required to offer additional academic support after school.

Preschool Agency Coordination

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

1. Address coordination activities designed to identify and serve children with disabilities and the supports and accommodations available to ensure both physical and programmatic access.
2. Address pre-kindergarten programs operated directly by the LEA and those operated by community agencies under contract from the LEA.
3. Describe how the LEA provides for a smooth transition from the home setting and any early childhood care or educational setting the students attend, to the school setting.

Verner Elementary School house both DART and Riverview Childrens Center's Pre-K Program. The DART Program serves students from multiple districts, including Riverview. Verner collaborates with the DART Program to identify needs of students with disabilities. The Riverview Childrens Center's Pre-K Program leases space at Verner Elementary school and provides Pre-K Services to students with the Pre-K program to align curriculum, share information and help transition students into Kindergarten.

The Director of Special Education has a relationship with AIU, who provides early intervention services to students age 3-5. We are notified of eligible students, when parents permit, and attend transition meetings when students are eligible to enter Kindergarten.

Materials and Resources

Description of Materials and Resources

Elementary Education-Primary Level

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

Provide explanation for processes used to ensure Accomplishment.

Through our effort to customize instruction for our students, we will continue to work toward standards alignment, obtain high quality instructional materials, and differentiate

instruction for individual student needs, performance and motivation. We must first better align our curriculum to the standards in order to seek out adequate and robust high-quality aligned instructional materials.

We have begun using Rubicon to assist in curriculum development and ensuring aligned standards. Teachers/staff were trained and have begun using the program. We have also given professional development time for teachers to meet across grade levels and departments.

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

This narrative is empty.

Elementary Education-Intermediate Level

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

Provide explanation for processes used to ensure Accomplishment.

Through our effort to customize instruction for our students, we will continue to work toward standards alignment, obtain high quality instructional materials, and differentiate instruction for individual student needs, performance and motivation. We must first better align our curriculum to the standards in order to seek out adequate and robust high-quality aligned instructional materials.

We have begun using Rubicon to assist in curriculum development and ensuring aligned standards. Teachers/staff were trained and have begun using the program. We have also given professional development time for teachers to meet across grade levels and departments.

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

This narrative is empty.

Middle Level

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

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

Provide explanation for processes used to ensure Accomplishment.

Through our effort to customize instruction for our students, we will continue to work toward standards alignment, obtain high quality instructional materials, and differentiate instruction for individual student needs, performance and motivation. We must first better align our curriculum to the standards in order to seek out adequate and robust high-quality aligned instructional materials.

We have begun using Rubicon to assist in curriculum development and ensuring aligned standards. Teachers/staff were trained and have begun using the program. We have also given professional development time for teachers to meet across grade levels and departments.

We have also progressed to a true middle school concept for the 7th and 8th grade students. We are also focusing on grades 5-8 and transitions.

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

This narrative is empty.

High School Level

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

Provide explanation for processes used to ensure Accomplishment.

Through our effort to customize instruction for our students, we will continue to work toward standards alignment, obtain high quality instructional materials, and differentiate instruction for individual student needs, performance and motivation. We must first better align our curriculum to the standards in order to seek out adequate and robust high-quality aligned instructional materials.

We have begun using Rubicon to assist in curriculum development and ensuring aligned standards. Teachers/staff were trained and have begun using the program. We have also given professional development time for teachers to meet across grade levels and departments.

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

This narrative is empty.

SAS Incorporation

Elementary Education-Primary Level

Standards	Status
Arts and Humanities	Implemented in 50% or more of district classrooms
Career Education and Work	Implemented in less than 50% of district classrooms
Civics and Government	Implemented in 50% or more of district classrooms
PA Core Standards: English Language Arts	Implemented in 50% or more of district classrooms
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Implemented in 50% or more of district classrooms
PA Core Standards: Mathematics	Implemented in 50% or more of district classrooms
Economics	Not Applicable
Environment and Ecology	Implemented in 50% or more of district classrooms
Family and Consumer Sciences	Not Applicable
Geography	Implemented in 50% or more of district classrooms
Health, Safety and Physical Education	Implemented in 50% or more of district classrooms
History	Implemented in 50% or more of district classrooms
Science and Technology and Engineering Education	Not Applicable

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

Further explanation for columns selected "

At the Primary Elementary level we are working this year to implement a new Career Exploration K-6 Curriculum. At the Primary Level Economics and Family and Consumer Science are not a priority focus; this is more of an area of emphasis at higher grade levels. At the Primary Elementary level, Science, Technology and Engineering Education is less of a priority focus; this is more an area of focus at the Intermediate Elementary Level. Currently we have few or no students taking the PASA, alternate standards are used where applicable. Currently we have none to few students who require resources in English Language Proficiency at the Elementary level.

Elementary Education-Intermediate Level

Standards	Status
Arts and Humanities	Implemented in 50% or more of district classrooms
Career Education and Work	Implemented in 50% or more of district classrooms

Civics and Government	Implemented in 50% or more of district classrooms
PA Core Standards: English Language Arts	Implemented in 50% or more of district classrooms
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Implemented in 50% or more of district classrooms
PA Core Standards: Mathematics	Implemented in 50% or more of district classrooms
Economics	Not Applicable
Environment and Ecology	Implemented in 50% or more of district classrooms
Family and Consumer Sciences	Not Applicable
Geography	Implemented in 50% or more of district classrooms
Health, Safety and Physical Education	Implemented in 50% or more of district classrooms
History	Implemented in 50% or more of district classrooms
Science and Technology and Engineering Education	Implemented in 50% or more of district classrooms
Alternate Academic Content Standards for Math	Implemented in 50% or more of district classrooms
Alternate Academic Content Standards for Reading	Implemented in 50% or more of district classrooms
American School Counselor Association for Students	Implemented in 50% or more of district classrooms

English Language Proficiency	Implemented in less than 50% of district classrooms
Interpersonal Skills	Implemented in 50% or more of district classrooms
School Climate	Implemented in 50% or more of district classrooms

Further explanation for columns selected "

At the Primary Elementary level we are working this year to implement a new Career Exploration K-6 Curriculum. At the Intermediate Elementary Level, Economics and Family and Consumer Science are not a priority focus; this is more of an area of emphasis at higher grade levels. Currently we have few or no students taking the PASA, therefore less than 50% of our focus is in the Alternate Academic Content Standards for Reading and Math. Currently we have little need for resources in English Language Proficiency at the Elementary level. We have science units specific to Technology and Engineering Education.

Middle Level

Standards	Status
Arts and Humanities	Implemented in 50% or more of district classrooms
Career Education and Work	Implemented in 50% or more of district classrooms
Civics and Government	Implemented in 50% or more of district classrooms
PA Core Standards: English Language Arts	Implemented in 50% or more of district classrooms
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Implemented in 50% or more of district classrooms
PA Core Standards: Mathematics	Implemented in 50% or more of district classrooms
Economics	Not Applicable

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

	classrooms
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Further explanation for columns selected "

Economics is not an area of curricular focus at the Middle Level. Our Science, Technology and Engineering Education is an area we plan to develop and expand at the Middle Level. We have a small amount of students who are eligible to take PASA and receive alternate academic contents standards.

Science, Technology and Engineering Education is now a rotation class during both 7th and 8th grade classes.

High School Level

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

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

Further explanation for columns selected "

We have a small amount of students eligible for alternate academic content standards. They are used where applicable.

Early Warning System

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

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

Professional Education

Characteristics

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

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

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

We consistently support our teachers' use of data and are committed to providing them with time for collaboration.

There is a professional development committee made up of teachers, staff, and administrators that meet regularly to plan the professional development days for each school year.

We have incorporated time in every school's schedule to address enrichment and remediation for students.

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

N/A

Educator Discipline Act 126, 71

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

Questions
The LEA has conducted the required training on:
6/6/2018
8/22/2018

Provides educators with four (4) hours of professional development in youth suicide awareness and prevention every five (5) years for professional educators in grades six through twelve as outlined in Act 71.

Questions
The LEA has conducted the training on:
8/19/2015
1/18/2016
3/24/2017

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

Questions
Not Applicable for our school entity

Strategies Ensuring Fidelity

Checked answers

- Professional Development activities are based upon detailed needs assessments that utilize student assessment results to target instructional areas that need strengthening.

- Using disaggregated student data to determine educators' learning priorities.
- Professional Development activities are based upon detailed needs assessments that utilize student assessment results to target curricular areas that need further alignment.
- Professional Development activities are developed that support implementation of strategies identified in your action plan.
- Clear expectations in terms of teacher practice are identified for staff implementation.
- An implementation evaluation is created, based upon specific expectations related to changes in teacher practice, which is used to validate the overall effectiveness of the professional development initiative.
- The LEA has a systemic process that is used to validate whether or not providers have the capacity to present quality professional development.
- Administrators participate fully in all professional development sessions targeted for their faculties.
- Every Professional development initiative includes components that provide ongoing support to teachers regarding implementation.
- The LEA has an ongoing monitoring system in place (i.e. walkthroughs, classroom observations).
- Professional Education is evaluated to show its impact on teaching practices and student learning.

Unchecked answers

None.

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

We have an active and productive Professional Development Committee. All district staff provide input as to their needs in terms of professional development. Additionally, we have conducted surveys to ascertain needs which we address with Professional Development. Finally, we analyze students' data to determine what Professional Development is needed. We consistently support teachers in the implementation of various initiatives that are of focus in our Professional Development.

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

This narrative is empty.

Induction Program

Checked answers

- Inductees will know, understand and implement instructional practices validated by the LEA as known to improve student achievement.
- Inductees will assign challenging work to diverse student populations.
- Inductees will know the basic details and expectations related to LEA-wide initiatives, practices, policies and procedures.

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

Unchecked answers

None.

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

Our teachers complete a year-long local Induction Program, as well as PA Teacher Induction Program provided by our local Intermediate Unit.

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

n/a

Needs of Inductees

Checked answers

- Frequent observations of inductee instructional practice by a coach or mentor to identify needs.
- Frequent observations of inductee instructional practice by supervisor to identify needs.
- Regular meetings with mentors or coaches to reflect upon instructional practice to identify needs.
- Student PSSA data.
- Standardized student assessment data other than the PSSA.
- Classroom assessment data (Formative & Summative).

- Inductee survey (local, intermediate units and national level).
- Review of inductee lesson plans.
- Review of written reports summarizing instructional activity.
- Submission of inductee portfolio.
- Knowledge of successful research-based instructional models.
- Information collected from previous induction programs (e.g., program evaluations and second-year teacher interviews).

Unchecked answers

None.

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

Our local induction program ensures that each new teacher has a mentor teacher, frequent and prompt mentor and supervisor feedback, familiarity with student data management and analysis, and a familiarity with standards-aligned and research-based instructional practices.

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

n/a

Mentor Characteristics

Checked answers

- Pool of possible mentors is comprised of teachers with outstanding work performance.
- Potential mentors have similar certifications and assignments.
- Potential mentors must model continuous learning and reflection.
- Potential mentors must have knowledge of LEA policies, procedures and resources.
- Potential mentors must have demonstrated ability to work effectively with students and other adults.
- Potential mentors must be willing to accept additional responsibility.
- Mentors must complete mentor training or have previous related experience (e.g., purpose of induction program and role of mentor, communication and listening skills, coaching and conferencing skills, problem-solving skills and knowledge of adult learning and development).
- Mentors and inductees must have compatible schedules so that they can meet regularly.

Unchecked answers

None.

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

We have selected mentor teachers that are experienced, qualified, informed and willing to serve as role models to our new and emergent teachers.

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

n/a

Induction Program Timeline

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

If necessary, provide further explanation.

This narrative is empty.

Monitoring and Evaluating the Induction Program

Identify the procedures for monitoring and evaluating the Induction program.

Inductees create a portfolio, and keep a log of required support experiences. An evaluation of the Induction Program is completed at the end of the year.

Recording Process

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

- Mentor documents his/her inductee's involvement in the program.
- A designated administrator receives, evaluates and archives all mentor records.

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

Unchecked answers

None.

Special Education

Special Education Students

Total students identified: **155**

Identification Method

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

Riverview will continue to use a discrepancy model that examines whether a child exhibits a pattern of strengths and weaknesses, relative to intellectual ability as defined by a severe discrepancy between intellectual ability and achievement, or relative to age or grade. Riverview posts the Annual Public Notice on the district website, in the community, and in public buildings. The Riverview School District calendar, which is mailed to each household in the district, also contains the Annual Public Notice. Child find information is also available in each school office. The school district will make sure it finds, locates, and evaluates all students with disabilities. If a child is found to have a disability the district will reconvene the IEP team to determine the most appropriate placement for each child.

The district uses a child study model at the elementary and a Student Assistance Program (SAP) model at the secondary for at risk students

At Tenth Street School the process is called The Elementary Student Assistance Program or ESAP. The ESAP is a program whose goals are to maximize individual student success in the regular classroom, while at the same time serving as a screening process for students who may be in need of special education services. ESAP is a positive, success-oriented program which uses specific assessment and intervention techniques to help remove educational, behavioral, or affective stumbling blocks for all students in the regular classroom. The Program shifts the critical question in education from asking "What's wrong with the student?" To asking "What resources can we use to increase the student's chances for success?" ESAP answers this question through a team approach that provides for greater

cohesiveness, coordination, and instruction continuity, and compliments existing curriculum and instructional program. Any elementary student who experiences consistent academic or behavioral problems may be a candidate to ESAP. Students are identified for ESAP services by the classroom teacher, other educators, or parents.

The Tenth Street School Student Assistance Team consists of the principal, guidance counselor, and the teacher requesting assistance. The parents are encouraged to participate as active partners in the process. Other staff members may be permanent core team members or serve on an “as needed” basis. They include the school psychologist, social worker, reading specialist, speech pathologist, special education staff and school nurse.

The ESAP Team determines what strategies should be implemented to help the student achieve success in the regular classroom. The ESAP concept is based on teamwork. Collaboration and joint planning occur throughout the entire process. Each member of the team has equal input and decision-making power to determine what methods, learning strategies, special techniques, or programs best address the student’s area(s) of weakness.

- A parent or teacher may complete a request for assistance form after discussing their concerns with each other.
- The ESAP Team will collect data on the student through teacher and parent interviews, classroom observation, and assessment.
- An ESAP intervention meeting will then be scheduled. Parents, teachers, and administration can invite other staff members to this meeting. At the intervention meeting, the team will establish reasonable goals for the student to be successful in the classroom. The team will also recommend strategies to help the student achieve success in the regular classroom. Team members will implement the strategies for an intervention period of thirty school days.
- At the conclusion of the intervention period, a progress review meeting will be held. Data will be examined to determine whether or not the strategies have helped the student. At this time, the team will develop an alternate plan, or make other recommendations. ***At anytime prior to, during, or after the this process a parent may request a Multidisciplinary Team Evaluation by the Multidisciplinary Team to determine eligibility for special education services.***

Verner Elementary also has an elementary Student Assistance Program (ESAP). ESAP is an elementary assistance program with the primary goal of minimizing barriers while maximizing student academics, social, and behavioral success in the general education classroom. This process is also the screening process for students that may be eligible for special education services. This program is a positive, success-oriented process that uses specific assessment and intervention techniques to help remove stumbling blocks for all students in the general education curriculum. The system allows for educational planning and continuity of care. It complements the existing curriculum and educational goals of each child. ANY elementary school student who is experiencing consistent academic or

behavioral problems may be a candidate to participate in ESAP. The students are referred to ESAP by parents, classroom teachers and other educators.

The ESAP members are the parent, principal, support teachers, guidance counselor and the teacher making the referral. Parent participation in this process is KEY to student success. Parents provide valuable information about their child to the team. Parent participation in ESAP facilitates the development of effective strategies which will promote success for students. In addition to the core team: other members may serve on an as needed basis. These support people may include the school psychologist, reading specialist, school nurse, special education staff, or speech pathologist. The team determines what strategies can be implemented to help the student achieve success in the general education classroom. The team concept allows for collaboration and planning occurring throughout the process. Each member of the team has equal input and decision making power to determine what methods, learning strategies, techniques or programs will help to address the students' area of need. What is The ESAP process?

- A parent or teacher may complete a request for assistance form after discussing their concerns with each other.
- The ESAP team collects data on the student through teacher and parent interviews, classroom observations and assessments.
- A ESAP intervention meeting is scheduled. The meeting consists of parents, teachers, administrators and other necessary support staff. At the meeting reasonable goals are established that will help the student to achieve success in the classroom. These strategies/goals will be implemented for at least 30 days.
- At the conclusion of the intervention period, a progress review meeting is held. Data is examined to determine which strategies have been effective in helping the student to reach the goals. At this time, the can continues with successful interventions, develop and alternate plan or make further recommendations. ***At any time prior to, during or after this process a parent can request an evaluation by the multidisciplinary team to determine eligibility for special education services.***

The Riverview Assistance Team (RAP) is based at the Junior/Senior High School. The program is designed to accept referrals for students who are experiencing barriers to learning, such as depression, anxiety, grief, alcohol or drug use, or other concerns that may be limiting learning or school success. The RAP team intervenes and refers those students to the appropriate school or community resource and provides prevention based activities and programs. The District made its decision to provide a student assistance program because of its commitment to an educational environment which promotes positive mental health. RAP is a multidisciplinary team including a building administrator, guidance counselors, a certified school nurse and classroom teachers. Representatives of community

agencies may work closely with the team. Chemical dependency counselors and/or mental health professionals may meet with the student referred to the program. RAP is a voluntary process designed to gather data to assist in the assessment of students' needs for help and support. The involvement of the parents/guardians of a student is the key to success in this process. The team members have undergone extensive training and continuing education as provided by the Pennsylvania Department of Education.

GOALS

1. To develop an atmosphere of trust in which students will seek help.
2. To assure students that with help, problems are resolvable.
3. To communicate and cooperate with parents/guardian.
4. To maintain confidentiality.
5. To acquire necessary referral services for students.
6. To help improve the quality of life and education for our students.

REFERRAL

Teachers and school staff, parents/guardians, or other students may make referrals to the RAP team by self-referral or anyone else concerned about a student. Any student who violated the Riverview School District Tobacco, Alcohol and Other Drugs Policy will automatically be referred to the RAP team. Any student(s) with mental health issues may also be referred to the RAP team.

Enrollment

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

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

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

Data:

Autism: Data from the December 1, 2016 Child Count submission indicates that 12.3% of identified students in the district are identified as having Autism. The state average in the same data collection identifies 10.7% of identified students in the commonwealth are identified as having Autism. The district is 0.6% over the allotted 10% above state average. Given Riverview's numbers this equates to approximately one student.

Other Health Impairment: Data from the December 1, 2016 Child Count submission indicates that 20% of identified students in the district are identified as having Other Health Impairment. The state average in the same data collection identifies 14.9% of identified students in the commonwealth are identified as having Other Health Impairment. The district is 3.61% over the allotted 10% state average. This is an increase of approximately six students. Riverview School District has noticed an increase of students qualifying under this disability category. Some of these students began with 504 Plans and at parent request

were tested for Special Education services. Riverview will be examining how we address student needs that qualify under OHI specifically students with ADD and ADHD. Speech or Language Development: Data from the December 1, 2016 Child Count submission indicates that 16.8% of identified students in the district are identified as having Speech / Language Developmental Delays. The state average in the same data collection identifies 14.7% of identified students in the commonwealth are identified as having Speech/Language Developmental Delays. The district is 0.63% over the allotted 10% state average which is approximately one student.

Non-Resident Students Oversight

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

The Riverview School District adheres to Section 1306 of the Public School Code, which permits all nonresident students in children's institutions, including detention homes, drug and alcohol treatment centers and others, located within our borders, to attend the public schools of the host school district. The Riverview School District employs a public outreach awareness system to locate and identify all children thought to be eligible for special education within the LEAs jurisdiction. Riverview School District is responsible for providing the student with an appropriate program of special education and training consistent with Chapter 14 and 342 of the PA regulations and standards. We are responsible for making decisions regarding the goals, programming, and educational placement for each student. We seek advice from the resident school district with respect to the student, and keeping the resident school district informed of its plans to educate the student. We facilitate prompt retrieval of non-resident student records to ensure FAPE and appropriate placement.

Currently we have no non-resident students.

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).

Presently, there is not a facility that services incarcerated students in the Riverview School District. If an institution that housed incarcerated students was to open in the district Riverview School District would be responsible for identifying and services those students

to ensure FAPE. The district would follow the Child Find regulations and begin by meeting with the directors of the facility and reviewing students records. Given the size and resources of Riverview School District we would more than likely contract with the Allegheny Intermediate Unit (AIU) in order to ensure that those incarcerated students would be located, identified, evaluated, and when deemed eligible, offered a free appropriate public education (FAPE).

Least Restrictive Environment

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

The Riverview School District is committed to providing all students, including students with disabilities, with a Free and Appropriate Public Education (FAPE) in the Least Restrictive Environment (LRE). The Pennsylvania State Standards apply to all students, regardless of their background, strengths, needs, learning differences, or interests. All students deserve the opportunity to meet the PA standards with success. To provide an appropriate education for students with disabilities, a variety of programs and supports are essential in order to meet individual student's needs. In order to achieve this, a student is instructed in a program that is rooted in the general education curriculum with modifications and accommodations designed specifically for him/her. The district has implemented an MTSS model. Universal screening is in place. The district utilizes peer reviewed research and research based interventions for students struggling to meet the PA Standards. Aimsweb and CDT are used throughout the district for screening and progress monitoring. The Riverview School District is committed to providing a continuum of services and programs that enable access to the general education curriculum with typical-age peers for all students. The district provides variety of special education program designs based on the individual learner's characteristics. The LRE is always considered first by a student's IEP Team.

A student with a disability is always considered for placement in regular education and if needed supplementary aids and services are identified to support that student in a regular

education classroom. Riverview School District utilizes the framework for considering the full range supplementary aids and services:

-Collaborative

: including but not limited to: co-planning, team meetings, co-teaching at all three buildings, paraprofessional support.

-Instructional

: including but not limited to: modified curricular goals, alternate means to demonstrate competencies (projects), assistive technology, researched based instructional materials.

-Physical

: including but not limited to: furniture arrangements, adjustments to sensory input, sensory room (Tenth Street), sensory equipment (Verner and High School).

-Social Behavioral

: including but not limited to: social skills instruction at all buildings, counseling supports, peer supports, Positive Behavior Support Plan.

Our IEP teams know the importance of considering educational placement in the regular education classroom not only as it currently exists, but also as it may be modified through the provision of supplementary aids and services. A student with a disability who is in need of Specially Designed Instruction (SDI) in the Riverview School District is supported by a Multidisciplinary Team (MDT) and an Individualized Education Program (IEP). All IEP's are reviewed and/or revised at least once a year. Less restrictive environments are always considered at least annually. All students with disabilities are reevaluated every three years as mandated, except for students with an Intellectual Disability, who are reevaluated every two years.

A student's individual needs and abilities determine the type of service, type of support and the percentage of time outside the general education classroom. Supplementary aids and services and related services include, but are not limited to: Audiological services, Vision services, psychological services, occupational therapy, physical therapy, transportation, counseling services, school health services, speech and language services, adaptive physical education, orientation and mobility therapy, Behavioral Support Plans, paraprofessionals, mental health services, and assistive technology and devices. All services and placement options are individually determined based on the student's diverse disabilities and needs. Students with exceptionalities in the Riverview School District are provided special education services and opportunities to be instructed or participate in the general education classroom and curriculum through the service delivery model of co-teaching as well as inclusion. Students are also provided special education services in small group settings. All students are assigned a case manager who monitors the student's progress and provides support services in all settings. All placement options are based on student individual needs and is an IEP team decision.

Allegheny Intermediate Unit and PATTAN are two educational agencies that Riverview School District utilizes for consulting and training services. Consultants from both entities provide trainings in various topics related to special education; such as: Federal and PA State Regulations, Co-Teaching, Behavior, Positive Behavior Support Plans, Functional Behavior Assessments, Transition, MTSS and LRE. The district also consults with local

universities, agencies and private consultative services for inclusion consultations and trainings and paraprofessional trainings for such topics as Autism, Behavior, Math and Reading initiatives.

For the December 1, 2016 Child Count Riverview School District had fourteen students placed outside the school district which equated to 9.2%. This was 4.6% higher than the SPP/APR Target. All of these placements were an IEP Team decision and all other environments and options were considered before moving to an outside placement. Riverview School District will continue to train staff in LRE and ensure all options and supports within the home school environment are explored. We will review data patterns to be sure we Riverview School District is offering a contium of services for all students. The Riverview School District exceeded the SPP/APR Target for students serviced inside the regular class 80% or more of the time. According to the December 1, 2016 Child Count Riverview had 72.4% which is 8.8% higher than the SPP/APR Target.

Moving forward, the Special Education Director in conjunction with other district administrators continue to review the district provided programs and asses the need for additional services. Over the life of this plan the district intends to develop and implement Special Education supports in the public school building which 1) increase the number of students who could receive their supports and services provided through the IEP in the regular education setting for more than 80% of their day and decrease the number of students who, based on their identified needs, cannot be served in the public school programs. The district has participated in the Quality Indicators of Programming for Emotional Services and Supports professional development program through AIU to assist with providing services to our students. Since the previous plan we have added a Life Skills program and an Emotinoal Support program at the secondary level (grades 7-12). We have also become a part of the AACHIEVE grant program to assist our students with autism transitioning to post secondary education.

Behavior Support Services

1. Provide a summary of the District policy on behavioral support services including, but not limited to, the school wide positive behavior supports (PBS).
2. Describe training provided to staff in the use of positive behavior supports, de-escalation techniques and responses to behavior that may require immediate intervention.
3. If the district also has School-Based Behavioral Health Services, please discuss it.

The Riverview School District policy for behavioral support (School Board Policy 113.2-Behavior Support- was adopted June 18, 2012 and revised September 21, 2015) establishes, "Students with disabilities shall be educated in the least restrictive environment and shall only be placed in settings other than the regular classroom when the nature or severity of the student's disability is such that education in the regular education class with the use of appropriate supplementary aids and services cannot be achieved satisfactorily." In accordance with this the policy outlines that all students who demonstrate a need for specific behavioral intervention to address behaviors which interfere with learning should have a Positive Behavior Support Plan (PBSP) integrated into their Individualized Education Plan (IEP). PBSP should be based on the results of a Functional Behavioral Assessment (FBA) conducted as part of Multidisciplinary Evaluation (MDE) or Reevaluation Report (RR) initiated by the IEP Team. Interventions outlined in a students PBSP include a variety of research based techniques to develop and maintain skills that will enhance students' opportunity for learning and self fulfillment.

In accordance with school board policy 113.2-Behavior Support-the district provides regular training to staff in the area of verbal and physical intervention techniques to manage student behavior based on the strategies and philosophy of Safety Care Behavioral Safety Training. Each building has a team of employees trained annually by the Safety Care Trainer. The district has also provided professional development in the area of de-escalation techniques.

SWPBIS has been implemented throughout the district. This program supports all students, staff, and families with resources regarding bullying, attendance, and mental health and how it impacts student learning and well being. As part of the program, building guidance counselors are presenting to students, staff, and families ways to identify and decrease instances of bullying including how to identify victims and perpetrators and how to safely report incidents. This is a proactive approach to reduce and hopefully eliminate these behaviors in our school setting. The district has an online bullying reporting system and a "see something, say something" online reporting system to allow for people to report concerns regarding safety concerns.

Riverview School District contracts with outside agencies to provide School Based Mental

Health Services for students in need. We also welcome students who have mobile therapists to meet during the school day and be part of the student's school environment if needed.

Intensive Interagency/Ensuring FAPE/Hard to Place Students

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

The Riverview School District works diligently to provide an appropriate educational program and placement for each student with a disability in need of specially designed instruction. The district has not had difficulty in providing FAPE for any specific disability category. Riverview collaborates with the Allegheny Intermediate Unit, PATTAN, Allegheny County MH/MR, Achieva, Local Task Force, Children, Youth, and Family Services (CYF), neighboring school districts, local approved private schools, and local private schools in order to ensure a FAPE. If a student is placed outside of the school district, regular progress monitoring occurs in order to revisit and discuss the least restrictive environment with supplemental aids and services.

The district will continue to review data patterns to ensure we are offering a full continuum of services. Recently, we have added a Life Skills Program and an Emotional Support Program at the secondary level (grades 7-12). Riverview is always open to outside agencies that could assist in offering services for students. Next school year we will have a student participating in the Good Will Program as part of their transition plan post high school. We have plans to better implement the PETS program and have more students get involved in OVR earlier.

Strengths and Highlights

Describe the strengths and highlights of your current special education services and programs. Include in this section directions on how the district provides trainings for staff, faculty and parents.

The mission of the Riverview School District is Serious Commitment to Student Success. The Riverview School District's vision is to prepare each student for a successful collegiate education and/or employment within the global workforce. We pledge to do this through a commitment to data informed decision-making, competitive academic programming, personalized attention, and by providing our students with a variety of learning

opportunities that assist each of them with discovering their talents and potential. By committing ourselves to this vision, we strive to be one of the most academically competitive school districts in the region, ranking as one of the top 15 High Schools in Allegheny County.

Riverview School District has a long history of setting high standards for all students with exceptionalities who receive special education services and supports in the school district. Special education supports and services in Riverview School District include a full continuum of services and are in compliance with federal and Pennsylvania State Laws and Regulations. Riverview School District also utilizes resources outside the district including the Allegheny Intermediate Unit, local approved private schools and other state licensed educational programs. Programs are available in the Riverview School District for students with the following disabilities: Austim, Deaf-Blindness, Deafness/Hearing Impaired, Emotional Disturbance, Intellectual Disability, Multiple Disabilities, Orthopedic Impairment, Other Health Impairment, Specific Learning Disabilities, Traumatic Brain Injury, and Visual Impairments Including Blindness. Related services are available for students with disabilities that include: Specialized Transportation, Adaptive Physical Education, Speech/Language Support, Hearing Support, Vision Support, Occupational Therapy, Physical Therapy, Orientation/Mobility, and Psychological Services. The framework of improving delivery of services to students is supported by administration, child study/instructional support teams, psychologists, school counselors, mental health teams from the local base service unit, and the district's partnership with the Allegheny County Department of Human Services Office of Behavioral Health. Our special education department uses a web based system for special education forms and processes in order to provide our special education teachers with time saving tools so that their efforts can be focused on instruction to improve student achievement. This web-based system also ensures compliance with mandated timelines, accuracy of child count and management of Access billing. The district also utilizes a web-based progress monitoring tool for reading fluency, comprehension and math.

Professional Development

Staff and administration are provided with professional development opportunities related to: LRE, transition, research based practices, updates in changes in federal (IDEIA) and state regulations (Chapter 14 and Chapter 15), current special education trends, legal issues, behavioral support strategies and interventions (including, but not limited to functional behavioral analysis and manifestation determination), mental health, Office for Intellectual Disabilities (OID), Autism, co-teaching, inclusion, reading, math, progress monitoring, and Multi Tiered System of Support (MTSS). RSD Staff attend numerous professional development opportunities outside of the school district through PaTTAN, the AIU #3, as

well as state and local conferences. Documentation is maintained by the individual and at the Central Office. Additional professional development opportunities are provided within the district by district staff and/or outside consultants.

Range of Services

The Riverview School District provides Learning Support Classes in grades K-12 in the district's three buildings. Students that have a variety of disabilities are serviced based on their individual needs. The Jr/Sr High School has a Life Skills program that allows students the flexibility to remain at their home school, take general education classes and receive more instruction on daily living skills, community navigation, vocational, and transition activities. The Jr/Sr High School has also begun to provide more support for student who need emotional support. The district offers a wide range of services that include support intervention and/or co-teaching in the general education class where general and special education staff work collaboratively to deliver appropriate services to students. Students who require more direct instruction for goals and objectives outlined in their Individualized Educational Program (IEP), supplemental interventions in the resource setting is provided. Resource classrooms are available in all district buildings. All programs implement the district curriculum and employ research-based specially-designed instructional strategies and techniques which assist in supporting each student in the least restrictive environment. The general education classroom is always considered as the first option in designing programs for students with disabilities. The district employs a large pool of paraprofessionals who provide support services to students in the general classrooms and in resource classrooms under the direction of the special education staff and administration.

Inclusive Practices

The inclusion of special education students is a priority for Riverview administrators and special education staff. As a learning community, the staff of Riverview School District share the belief that it is our responsibility to educate all students so that they reach their full potential. Trainings are provided to our staff to facilitate professional competencies and collaboration between general and special educators. Our Individualized Education Program (IEP) teams always consider the regular classroom with supplementary aids and services before considering a more restrictive placement. The district supports inclusive practices and access to general education for all students and we take the responsibility of determining effective strategies for all students to learn together. Our students access our curriculum through the principles of universal design for learning which provides for multiple and flexible methods of curriculum presentation and assessment. Adaptations and modifications in the regular classroom maintain students in the Least Restrictive Environment (LRE). Riverview School District uses the practice of co-teaching as one of the

service delivery options that allow students with disabilities to access general education classrooms. Paraprofessionals throughout the district support special education students in the general education environment. Riverview School District permits ninth grade students to attend the Forbes Career and Technical Center for the exploratory program. Riverview also has paraprofessionals that will assist students at the Career and Technical Center if needed for them to participate and be successful.

Over the past few years Riverview School Districts percent of students that receive services inside the regular education classroom 80% or more of the day is 10% higher than the state average. We strive to include students both academically and socially in their neighborhood schools. Riverview has increased the amount of classed co-taught to assist with LRE. Our regular education and special education teachers have time to collaborate and keep communication lines open between themselves and the families.

Assistive Technology (AT)

Students with disabilities have access to both low tech and high tech assistive technology as needed. Special education staff evaluate the student's technology needs and coordinate technology use with other therapies and interventions. Riverview School

District ensures school staff receive professional development in the effective use of the technology. AT evaluations for students with disabilities are contracted through the AIU #3.

Positive Behavior Supports

Our building teams have been trained to look at behaviors in the context of when and where they occur and to design ways to reduce negative behaviors and to increase positive behavior. Building counselors and contracted mental health personnel work with students individually and in small groups to teach pro-social skills. The district implements a bully prevention program. The addition of an emotional support program at the Jr/Sr High School has decreased the amount of discipline referrals including suspension of students with IEP's.

Collaboration

Special education teachers interact with general education teachers and families in order to educate students with disabilities. General education and special education teachers collaborate regularly. The district has worked to develop effective co-teaching practices. Training is on-going and is provided through AIU #3. The district promotes professional development opportunities that include both general education teachers and special education teachers.

Riverview School District values parent involvement and is striving to increase parent trainings. We believe that parents and families play a critical role in every aspect of the

special education process here in Riverview. Outside agencies are welcomed and IEP teams value their participation. Our elementary schools house an early intervention and *Pre-K Counts* classrooms to promote academic, social and behavioral development as well as ease the transition to school age programming.

Student Achievement

Riverview School District uses Aimsweb and CDT achievement testing to identify student needs, track student progress and keep our progress aligned to state standards. The district Education Committee regularly reviews PSSA/PASA data to inform instructional decisions and practice. Progress monitoring for special education students is decided upon by IEP teams and occurs as often as weekly, if needed. The district has high expectations for each of our special education students. Many of our special education students attend vocational education programs at Forbes Road Career and Technology Center.

Assurances

Safe and Supportive Schools Assurances

The LEA has verified the following Assurances:

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

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

Special Education Assurances

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

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

24 P.S. §1306 and §1306.2 Facilities

There are no facilities.

Least Restrictive Environment Facilities

Facility Name	Type of Facility	Type of Service	Number of Students Placed
Children's Institute	Approved Private Schools	Life Skills and Multi Disabilities Support	2
The Education Center at Watson Institute	Approved Private Schools	Autistic Support / Life Skills	3
PACE School	Approved Private Schools	Emotional Support	1
Sunrise School	Special Education Centers	Autistic Support / Life Skills	5
Watson Insitute School Based Cyber Academy (WISCA)	Special Education Centers	Autistic Support	2
Wesley Spectrum	Approved Private Schools	Emotional Support	2
Wesley Spectrum Highlands Partial	Other	Partial	1
Watson Friendship Academy	Approved Private Schools	Emotional Support	1

Special Education Program Profile

Program Position #1 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: August 21, 2017

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

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 18	10	0.5
Locations:				
Riverview Jr / Sr High School / 01	A Junior/Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	15 to 19	4	0.3
Locations:				
Riverview Jr / Sr High	A Junior/Senior High	A building in which General		

School / 01	School Building	Education programs are operated		
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Program Position #2 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: August 21, 2017

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

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 18	5	0.15
Locations:				
Riverview Jr / Sr High School / 02	A Junior/Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	15 to 19	1	0.05
Locations:				
Riverview Jr / Sr High School / 02	A Junior/Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	13 to 16	5	0.8
Locations:				
Riverview Jr / Sr High School / 02	A Junior/Senior High School Building	A building in which General Education programs are operated		

Program Position #3 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: August 21, 2017

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

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 18	3	0.25
Locations:				
Riverview Jr / Sr High School / 03	A Junior/Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
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Itinerant	Emotional Support	13 to 15	8	0.5
Locations:				
Riverview Jr / Sr High School / 03	A Junior/Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	16 to 18	3	0.25
Locations:				
Riverview Jr/Sr High School/03	A Junior/Senior High School Building	A building in which General Education programs are operated		

Program Position #4 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: August 21, 2017

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

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	11 to 14	15	1
Locations:				
Riverview Jr / Sr High School / 04	A Junior/Senior High School Building	A building in which General Education programs are operated		

Program Position #5 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: January 18, 2018

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

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 18	10	0.75
Locations:				
Riverview Jr / Sr High School / 05	A Junior/Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	13 to 16	2	0.25
Locations:				
Riverview Jr/Sr High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Program Position #6 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Class*Implementation Date:* August 21, 2017*Justification:* Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	5 to 8	4	0.25
Locations:				
Verner Elementary School / 01	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	5 to 8	10	0.75
Locations:				
Verner Elementary School / 01	An Elementary School Building	A building in which General Education programs are operated		

Program Position #7*Operator:* School District**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	9 to 12	10	0.8
Locations:				
Verner Elementary School / 02	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	9 to 12	1	0.2
Locations:				
Verner Elementary School / 02	An Elementary School Building	A building in which General Education programs are operated		

Program Position #8 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Class*Implementation Date:* August 21, 2017*Justification:* Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
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Itinerant	Learning Support	5 to 8	2	0.2
Locations:				
Tenth Street Elementary School / 01	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	5 to 8	6	0.8
Locations:				
Tenth Street Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #9 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: August 21, 2017

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

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	9 to 12	14	0.8
Locations:				
Tenth Street Elementary School / 02	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	9 to 12	4	0.2
Locations:				
Tenth Street Elementary / 02	An Elementary School Building	A building in which General Education programs are operated		

Program Position #10

Operator: School District

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	5 to 12	25	0.4
Justification: Justification: Our speech / language program serves students Kindergarten through 6th Grade. Although the program does exceed the four year maximum age span on this caseload, the students are grouped so that the age range of students who are being served at one time never exceeds the four year maximum.				
Locations:				
Verner Elementary School / 03	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	5 to 12	28	0.44

Justification: Justification: Our speech / language program serves students Kindergarten through 6th Grade. Although the program does exceed the four year maximum age span on this caseload, the students are grouped so that the age range of students who are being served at one time never exceeds the four year maximum.				
Locations:				
Tenth Street Elementary School / 03	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	12 to 18	10	0.16
Justification: Justification: Our speech / language program serves students 7th grade through 12th Grade. Although the program does exceed the four year maximum age span on this caseload, the students are grouped so that the age range of students who are being served at one time never exceeds the four year maximum.				
Locations:				
Riverview Jr / Sr High School / 06	An Elementary School Building	A building in which General Education programs are operated		

Program Position #11 - Proposed Program

Operator: Intermediate Unit

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: August 21, 2017

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

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Deaf and Hearing Impaired Support	8 to 11	1	0.05
Locations:				
Verner Elementary School/ AIU3	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Deaf and Hearing Impaired Support	13 to 17	3	0.24
Locations:				
Riverview Jr / Sr High School /AIU 3	A Junior/Senior High School Building	A building in which General Education programs are operated		

Program Position #12

Operator: Intermediate Unit

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Blind or Visually Impaired Support	14 to 18	3	0.11
Locations:				
Riverview Jr / Sr High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Special Education Support Services

Support Service	Location	Teacher FTE
Paraprofessionals	Riverview School District	21
Director of Special Education	Riverview School District	1
Special Education Administrative Staff	Central Administration Office	0.5

Special Education Contracted Services

Special Education Contracted Services	Operator	Amt of Time per Week
Psychologist-Leaders in Learning	Outside Contractor	1 Days
Occupational Therapist and Physical Therapist - AOT	Outside Contractor	2 Days
Watson Institute Consultation Services	Outside Contractor	1 Days
Psychologist- Susan Mszyco	Outside Contractor	1 Days
BVI-AIU3	Intermediate Unit	1 Days
DHOH-AIU3	Intermediate Unit	1 Days

Needs Assessment

Record School Patterns

Question:

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

What other information do you still need to assess?

Answer:

Systemic challenges continue to be lack of funding for mandates and declining enrollment across the district.

We will continue to assess the changes we have made regarding the middle school concept and concentration on grades 5-8.

The use of data analysis, collaborative professional development, and curriculum alignment is needed to support student academic growth as they move from elementary school years to the high school years. We will utilize the results of a root cause analysis conducted over the past two years and continue to monitor curricular and academic needs of our students paying particular attention to annual student growth.

District Accomplishments

Accomplishment #1:

Pittsburgh Business Times ranked Riverview School District #26 among public schools in Commonwealth of PA. Which is the #1 Single A district and the #2 among Single A and Double AA districts. They also gave us a #3 Overachiever Ranking.

Riverview School District SAT scores ranked 2nd in the Alle-Kiski alley and 10th in Allegheny County.

Accomplishment #2:

Riverview School District taken great strides in refining our School Safety Plan through increased relationships with local law enforcement, district-wide practical school intruder training, and school-wide positive behavior and intervention plans (SWPBIS). Including Tenth Street Elementary School being recognized by the state for their SWPBIS accomplishments.

Accomplishment #3:

Riverview School District has developed Riverview Customized Education Plans. Because of our small class sizes, small schools, and close-knit community, we are committed to the individual

learning and success of each student. These plans are tools for our teachers to collect data based on students' academic needs, strengths, and personal interests. Strategies for teaching each child are then developed based on the various data. The learning plans are then implemented in an effort to genuinely customize the learning experience of each child. Each school has implemented designated time for students to receive either enrichment or remediation based on their individual needs.

Accomplishment #4:

Riverview is a very small school district, but we take great pride in the variety of expanded learning opportunities we are able to offer our students, which is not typical of a school our size. With our highly qualified and talented staff, these learning opportunities have become a source of pride for our district as we are able to foster students' growth as dynamic individuals. Student clubs and activities that continue to receive awards are Model UN, SADD, Key Club, National PMEA chorus, National History Day and various distinguished athlete awards.

Accomplishment #5:

Over the past year, we have worked to market the strengths of our school district. We have been working to advertise our small town, neighborhood feel and close-knit communities in conjunction with our geographic location, just 12 miles from the city of Pittsburgh on the Allegheny River. Our district has access to the cultural and business districts of Pittsburgh. In addition, we offer a variety of expanded learning opportunities that are unusual for a school district our size, and we are working hard to share information about the resources and personalized attention offered by the Riverview School District. An Education Foundation was created by community members to assist the district with scholarship opportunities for teachers. We have begun a campaign to increase student involvement at the elementary schools that Everyone is a Raider.

District Concerns

Concern #1:

We want to continue to offer academic programs that are rigorous and academically competitive, to better prepare our students for employment and college after high school. We are concerned that our size limits the amount of course offerings. We continue to explore options such as online learning and blended options for our students.

We have done a root cause analysis of reading and math in grades 5-8. We have begun to work on interventions to assist students that seem to begin to struggle during those years in their academic careers.

Concern #2:

We are committed to ensuring the safety of our students, we want to continue to improve and refine in this area. We stay abreast of the latest trends in school safety and investigate and evaluate all options and incorporate those most appropriate for our district.

Concern #3:

In developing our customized approach to learning, we want to ensure better communication among students, parents, and our schools for the benefit of our children. The size of Riverview School District can be prohibitive to the amount of options we offer. We will be exploring more online and blended options to assist students in developing their personalized educational programs.

Concern #4:

We are concerned with enhancing and developing expanded learning opportunities for our students. This is a challenge due to our funding and our small size.

Concern #5:

We have concerns with marketing our district and finding additional, creative means of supplementing our funding. Our main concern is the feasibility and sustainability of the programming that is currently offered.

Prioritized Systemic Challenges

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

Aligned Concerns:

We want to continue to offer academic programs that are rigorous and academically competitive, to better prepare our students for employment and college after high school. We are concerned that our size limits the amount of course offerings. We continue to explore options such as online learning and blended options for our students.

We have done a root cause analysis of reading and math in grades 5-8. We have begun to work on interventions to assist students that seem to begin to struggle during those years in their academic careers.

Systemic Challenge #2 (*Guiding Question #0*) Ensure that the organizational structure, processes, materials, equipment, and human and fiscal resources within the school align with the school's goals for student growth and continuous school improvement

Systemic Challenge #3 (*Guiding Question #0*) Ensure that there is a system within the school that fully ensures a safe and supportive environment for all students.

Systemic Challenge #4 (*Guiding Question #0*) Ensure that there is a system within the school that fully ensures consistent implementation of standards aligned curriculum framework across all classrooms for all students.

Systemic Challenge #5 (*Guiding Question #0*) Ensure that there is a system within the school that fully ensures school-wide use of data that is focused on school improvement and the academic growth of all students.

Systemic Challenge #6 (*Guiding Question #0*) With declining enrollment, additional unfunded mandates, and unpredictable revenue sources, the future sustainability of the school district must be monitored closely in an effort to be able to continue to offer our students an academically competitive program with expanded opportunities.

District Level Plan

Action Plans

Goal #1: To be an academically competitive school district, using data analysis, standards-aligned curricula and research-based strategies to meet and monitor all students' learning needs at all levels.

Related Challenges:

- Establish a district system that fully ensures consistent implementation of standards aligned curricula across all schools for all students.
- Ensure that there is a system within the school that fully ensures consistent implementation of standards aligned curriculum framework across all classrooms for all students.
- Ensure that there is a system within the school that fully ensures school-wide use of data that is focused on school improvement and the academic growth of all students.
- With declining enrollment, additional unfunded mandates, and unpredictable revenue sources, the future sustainability of the school district must be monitored closely in an effort to be able to continue to offer our students an academically competitive program with expanded opportunities.

Indicators of Effectiveness:

Type: Interim

Data Source: Student Achievement Data analysis (OnHands School technology)

Walkthroughs

Specific Targets: Determine specific areas of academic need at the district, school and classroom level. Increased Student Achievement; improved School Performance Profile scores; Future Ready PA Index

Type: Interim

Data Source: Student Achievement Data

Specific Targets: Performance data will increase as indicated by state required test scores;AP;SAT;ACT; perceptual data will show an improvement in the views of district stakeholders with regard to the academic programs offered by the district.

Strategies:

Curriculum Mapping

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

SAS Alignment: Curriculum Framework

Assess and Monitor the Middle School Concept within Our Junior/Senior High

Description:

We have developed a Middle School Concept Model within our current 7-12 Building that targets the academic and social needs of adolescent learners in a comprehensive manner. The middle school approach includes student-centered, experiential learning in both academic and exploratory courses. This model is appropriate to improving the existing Junior/Senior High School to provide Middle Level Students with an educational environment and program that is appropriate to their cognitive and affective development.

This concept has come to fruition. We will continue to monitor and collect data to enhance our middle school concept. At this point all feedback has been positive.

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

Using Data Analysis to Increase Student Achievement at the Elementary and High School levels

Description:

The data-informed focus and approach to increasing Student Achievement by addressing developmental, cognitive and academic needs at the Junior High level will be replicated and/or modified to support and positively influence Student Achievement at the school and classroom level at both the Elementary and High School levels.

There has been a focus on grades 5-8 in all areas. This group is analyzing data and meeting regularly to discuss best practices and student data.

SAS Alignment: Standards, Curriculum Framework, Instruction, Assessment

K-12 Writing Framework

Description:

Our PSSA Scores indicate that writing is a serious area of need, particularly at the Elementary Level. This need continues to be important at the secondaries level, as we work to teach students strong written communication skills that will serve them well in college and the workforce. Teacher representatives across grade levels and content areas will collaborate to develop a standard and consistent locally developed K-12 Writing Framework. This Writing Framework will be used as a scope and sequence for teaching students to write, across grade level and content areas. The framework will be developed through teacher input and research into best practices in teaching writing.

A team of teachers has been created to explore ways to increase student writing skills. During the 17-18 school year several teachers at Verner Elementary piloted a program designed by Lucy Calkins that is based upon Units of Study. The team decided to focus on Writing K-8 at the current time. Some members have also attended the week long training so that they may share their knowledge with other staff. The team will continue to meet to roll out a plan of implementation using Lucy Calkins Writing Units of Study to all grades K-8.

SAS Alignment: Curriculum Framework, Instruction, Standards, Materials & Resources

Implementation Steps:

Customized Education Plans

Description:

Analyze data using OnHands Schools technology to examine the issues of academic need to determine root causes. Provide professional development to address root causes.

Provide common plan time for teachers to meet and discuss student achievement and best practices.

There will be scheduled time in grades K-8 where students will receive enrichment and/or remediation based on individual needs.

Start Date: 7/2/2018 **End Date:** 6/30/2022

Program Area(s): Professional Education, Student Services, Gifted Education, Educational Technology

Supported Strategies:

- Assess and Monitor the Middle School Concept within Our Junior/Senior High
- Using Data Analysis to Increase Student Achievement at the Elementary and High School levels

Data analysis to improve student performance

Description:

Use root cause(s) and integrate technology and professional development to analyze data, develop Action Plan, and monitor student learning for increased academic achievement at Junior High level. We can analyze data for each student and develop individualized learning plans for our students that value the diverse needs of all students.

Teachers will meet to analyze data to create plans of actions for students. Students in grades K-8 will be given designated times during each week to work on enrichment/remediation activities.

Start Date: 7/2/2018 **End Date:** 6/30/2022

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

Supported Strategies:

- Assess and Monitor the Middle School Concept within Our Junior/Senior High

- Using Data Analysis to Increase Student Achievement at the Elementary and High School levels

Educator Hiring Practices as Related to Increased Student Learning

Description:

Attract and retain highly qualified teacher and educator candidates that support the goals of the Comprehensive Plan with multiple certifications, advanced degrees, and credentials who have the ability to analyze data in order to benefit student learning by conducting rigorous stakeholder hiring process and offering local comprehensive induction program, competitive salaries, and high-quality professional development.

Start Date: 7/2/2018 **End Date:** 6/30/2022

Program Area(s): Professional Education, Teacher Induction

Supported Strategies:

- Using Data Analysis to Increase Student Achievement at the Elementary and High School levels

Curriculum Mapping

Description:

Continue the curriculum mapping process outlined in the current strategic plan. We will be using the Rubicon Atlas software. This allows teachers to create a standards-based curriculum that can be indexed and searched easily to find gaps, repetition, and areas of weakness identified through analysis of state testing and other assessment data. Once curricula are entered, results of the work will be shared on the district webpage. In addition, through professional development, a culture of continuous curriculum improvement will result in revisions and improvements happening yearly.

There is a proposal to conduct a Summer Curriculum Academy. This would be for 10 teachers @30 hours for an approximate cost of \$16,000.

Start Date: 7/2/2018 **End Date:** 6/30/2022

Program Area(s): Professional Education, Educational Technology

Supported Strategies:

- Curriculum Mapping
- K-12 Writing Framework

*K-12 Writing Framework Development***Description:**

Teachers will convene over the next school year(s) to develop, pilot, implement and evaluate a K-12 scope and sequence for literacy, more specifically writing, that is grounded in communication needs for the 21st century. This framework will be implemented district-wide to establish consistency in the district's approach to writing instruction.

A group of teachers chose a resource and Verner Elementary piloted the program. Tenth Street will begin using the resource during the 2018-2019 school year. We have chosen to focus on grades K-8.

Start Date: 7/7/2014 **End Date:** 6/30/2022

Program Area(s): Professional Education

Supported Strategies:

- Curriculum Mapping
- K-12 Writing Framework

*PA Future Ready Index***Description:**

The proposed Future Ready PA Index will serve as Pennsylvania's one-stop location for comprehensive information about school success, and will use a dashboard model to highlight how schools are performing and making progress on multiple indicators. It will be replacing the SPP as the measure for ESSA. District administrators will need professional development on how to read and analyze the results of this new progress indicator.

Professional development will be needed when PDE rolls out how to use and measure school effectiveness based on the PA Future Ready PA Index.

Start Date: 1/2/2019 **End Date:** 6/30/2022

Program Area(s): Professional Education

Supported Strategies:

- Using Data Analysis to Increase Student Achievement at the Elementary and High School levels

Goal #2: Continue to improve and refine our approach to creating and implementing customized education plans for our students based on the analysis of data.

Related Challenges:

- Establish a district system that fully ensures consistent implementation of standards aligned curricula across all schools for all students.
- Ensure that there is a system within the school that fully ensures school-wide use of data that is focused on school improvement and the academic growth of all students.

Indicators of Effectiveness:

Type: Annual

Data Source: Student Achievement Data

Specific Targets: Performance data will indicate a positive impact on goal attainment.

Strategies:

Online Learning Opportunities

Description: On average, students in online learning conditions perform modestly better than those receiving face-to-face instruction. This is based upon a small number of studies and caution is required in transferring findings to the K-12 population because the results are derived for the most part from studies in other settings (e.g. medical training, higher education). <http://www2.ed.gov/rschstat/eval/tech/evidence-based-practices/finalreport.pdf>

SAS Alignment: Instruction, Materials & Resources

Differentiating Instruction

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

SAS Alignment: Instruction

RCEP Process

Description:

Continue to improve the process for the development of RCEPs (Riverview Customized Student Plans) to support individual students' learning.

SAS Alignment: Instruction, Safe and Supportive Schools

Implementation Steps:

Data analysis to improve student performance

Description:

Use root cause(s) and integrate technology and professional development to analyze data, develop Action Plan, and monitor student learning for increased academic achievement at Junior High level. We can analyze data for each student and develop individualized learning plans for our students that value the diverse needs of all students.

Teachers will meet to analyze data to create plans of actions for students. Students in grades K-8 will be given designated times during each week to work on enrichment/remediation activities.

Start Date: 7/2/2018 **End Date:** 6/30/2022

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

Supported Strategies:

- Differentiating Instruction

RCEP Protocol Implementation

Description:

Implement a consistent, district-wide process for Riverview Customized Education Plan (RCEP) development. Involve Stakeholders in the development of a consistent protocol, including administrators, teachers, and parents.

A template has been developed and may be used at principal's discretion.

Start Date: 7/2/2018 **End Date:** 6/30/2022

Program Area(s): Professional Education, Student Services, Educational Technology

Supported Strategies:

- Differentiating Instruction
- RCEP Process

Online Learning Options

Description:

Research shows that many students learn better in online environments. Our administration will begin examining how we might establish a Cyberschool option within our school district that will help us to customized learning. We plan to have this option in place for students at least by the end of 2018.

Begin to research, design, create and offer our own local cyberschool option through technology expansion and develop a BYOD protocol.

Riverview School District has contracted with a platform for online courses. Students are permitted to take classes online if certain criteria are met.

We will now begin to explore more blended learning opportunities for students.

Start Date: 7/2/2018 **End Date:** 6/30/2022

Program Area(s): Student Services, Educational Technology

Supported Strategies:

- Online Learning Opportunities
- RCEP Process

Goal #3: We will continue to expand and refine various student learning opportunities K-12.

Related Challenges:

- Ensure that the organizational structure, processes, materials, equipment, and human and fiscal resources within the school align with the school's goals for student growth and continuous school improvement
- With declining enrollment, additional unfunded mandates, and unpredictable revenue sources, the future sustainability of the school district must be monitored closely in an effort to be able to continue to offer our students an academically competitive program with expanded opportunities.

Indicators of Effectiveness:

Type: Interim

Data Source: Ongoing feedback (surveys and panel discussions) from our students, parents, staff, alumni, recent graduates, and business leaders

Specific Targets: Qualitative data that indicates that our expanded learning opportunities are preparing students for post-high school success in the workforce and college will show progress toward goal attainment.

Strategies:

After School Programs

Description: After-school programs can provide enrichment activities that develop students' academic and social skills. For students who lack adult supervision or learning opportunities after school, such programs can offer an environment that is safe and nurturing as well as educational. (Source: [After School Programs](#))

SAS Alignment: Materials & Resources, Instruction

Dual Enrollment Opportunities

Description: Postsecondary Achievement of Participants in Dual Enrollment: An analysis of student outcomes in two States from the National Research Center for CTE at the University of Minnesota, reports that dual enrollment was positively related to the likelihood of earning a HS diploma, the likelihood of persisting to a second semester of college, and a statistically significant higher GPA one year after HS Graduation.

SAS Alignment: Safe and Supportive Schools

Career Pathways

Description: One of the characteristics of Career Pathways is the concept of learning in the context of careers; it was shown that students engaged in Career Pathways where math as taught in the context of career area learning did significantly better in math than did students not in career pathways. (Source: http://review.mprinc.com/connected_beta/downloads/MathLearningPilotStudy.pdf) Career Pathways: education with a purpose provides strong support for Career Pathways but the support is inferential and not empirical. (Source: <https://www.cord.org/uploadedfiles/CareerPathwaysExcerpt.pdf>)

SAS Alignment: Standards

Improved and Expanded Facilities and Technology Infrastructure to Support Students' Opportunities

Description:

Develop and expand facilities in alignment with current student learning needs. Examine possible sources of funding for upgraded district technology, 21st Century Media Center, and/or versatile High

School auditorium to support and maintain Riverview's strong arts programs that are a source of pride and opportunity for our students.

Improvements began prior to and will continue through the Capital Projects that have begun during the 2018-2019 school year.

The Jr/Sr High school added a STEAM lab as part of the library media center.

STEAM units have been added to elementary science curriculum.

SAS Alignment: Safe and Supportive Schools, Materials & Resources

Arts and Enrichment Opportunities

Description:

Expand our already strong arts and enrichment opportunities K-12. These opportunities are highly valued and a source of community pride.

Continue to provide students with the opportunity to explore the arts and offer enrichment opportunities.

Explore the feasibility of adding foreign language experiences in grades K-8.

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

Implementation Steps:

Library Upgrades

Description:

The current library is outdated in comparison to other area school districts. Research opportunities and resources for potential acquisition of technology and resources that align with STEM based learning in an effort to upgrade our current JHSH library and provide more 21st Century Skills-based opportunities for our students.

We have upgrade the Jr/Sr High School Library to include a STEAM lab and added resources.

We will continue to refine and evolve our library media center.

We will begin to explore possible expansion of STEM area's in elementary libraries.

Start Date: 9/24/2014 **End Date:** 6/30/2018

Program Area(s): Educational Technology

Supported Strategies:

- Career Pathways
- Improved and Expanded Facilities and Technology Infrastructure to Support Students' Opportunities

AP, College in High School, and Dual Enrollment Course Development

Description:

We will examine area course offerings in Advanced Placement, College in High School, and Dual Enrollment Opportunities. We will look to create more expanded opportunities in this way as evidenced by an increased School Performance Profile Score.

We have begun agreements with higher education to offer dual enrollment to qualifying students.

Start Date: 7/1/2015 **End Date:** 6/30/2022

Program Area(s): Professional Education, Student Services, Gifted Education, Educational Technology

Supported Strategies:

- Dual Enrollment Opportunities
- Career Pathways

Feasibility Study-Performance Venue/Field Lights/Foreign Language Opportunities grades K-8

Description:

This project is to better determine the feasibility and public support for the addition of a performing arts venue to the high school, the addition of field lights to Riverside Park, and the addition of foreign language opportunities at the elementary and middle school. Considering that the 2018 strategic plan survey (completed by the Collaborative for Evaluation and Assessment Capacity at the University of Pittsburgh) mentioned that the public support for these projects might be insubstantial, the expanded opportunities group felt like this was a necessary to ensure that this is still a viable option for the district in the current economic climate. This project requires a detailed analysis of the current 2018 survey the creation of additional surveys to be administered to the community and the analysis of these results prior to moving forward with a budgetary plan for these additional opportunities and projects.

Start Date: 7/2/2018 **End Date:** 6/30/2022

Program Area(s):

Supported Strategies:

- Improved and Expanded Facilities and Technology Infrastructure to Support Students' Opportunities
- Arts and Enrichment Opportunities

Career Exploration/Naviance

Description:

Students will begin using Naviance for career exploration and to prepare for post high school planning.

Start Date: 7/2/2018 **End Date:** 6/30/2022

Program Area(s): Student Services, Educational Technology

Supported Strategies:

- Career Pathways

Community Service Enhancement for High School students

Description:

This is a mini project designed to allow for students to take more ownership in their community service requirements. This project is geared toward the high school students. This project required the high school counseling staff and administration to revamp the community service projects to place more ownership onto the students. The goal is for students to develop a greater sense of purpose when completing their community service hours. In addition to helping the community, increased student ownership of their community service projects will strengthen creative problem-solving skills, teach project management and related budgeting skills, provide opportunities for mature interactions with community stakeholders, and provide valuable experience working as a team. The development of these skills at a more advanced level than simple participation in a community service project will also serve our students well in job and college interviews.

Start Date: 9/4/2018 **End Date:** 6/30/2022

Program Area(s): Student Services

Supported Strategies:

- After School Programs
- Arts and Enrichment Opportunities

Goal #4: Articulate and advance our mission of a “Serious Commitment to Student Success” through community and regional outreach that demonstrates the district’s priorities towards being academically competitive, creating a safe and supportive learning environment and supporting opportunities beyond the walls of a traditional classroom.

Related Challenges:

- Establish a district system that fully ensures consistent implementation of standards aligned curricula across all schools for all students.
- Ensure that the organizational structure, processes, materials, equipment, and human and fiscal resources within the school align with the school’s goals for student growth and continuous school improvement
- Ensure that there is a system within the school that fully ensures a safe and supportive environment for all students.

- Ensure that there is a system within the school that fully ensures consistent implementation of standards aligned curriculum framework across all classrooms for all students.
- Ensure that there is a system within the school that fully ensures school-wide use of data that is focused on school improvement and the academic growth of all students.
- With declining enrollment, additional unfunded mandates, and unpredictable revenue sources, the future sustainability of the school district must be monitored closely in an effort to be able to continue to offer our students an academically competitive program with expanded opportunities.

Indicators of Effectiveness:

Type: Annual

Data Source: Survey, collaborative meetings

Specific Targets: Participation in school sponsored activities, community's ability to articulate the district's vision, student pride

Strategies:

Educational Foundation Funding

Description:

Research legal implications of an education foundation. Identify core team of people who will develop and establish an Education Foundation (outreach to alumni and businesses) that can support areas of curricular need and development for our school district and students.

There is now a Riverview Education Foundation. The foundation helps innovatin happen by providing students opportunities to research, discover, create, communicate and enhance learning.They hae funded numerous grants for teachers.

SAS Alignment: Curriculum Framework, Materials & Resources

*Increased awareness of School District
resources/events/opportunities*

Description:

Parent involvement has been proven to increase student achievement. The district will continue to provide methods of informing parents and community of school resources and activities.

SAS Alignment: Safe and Supportive Schools, Materials & Resources

Implementation Steps:***Improved Facilities*****Description:**

The creation or improvement of our facilities will serve as an authentic marketing tool to encourage families to enroll their children in our school district. In order to remain competitive, we need to enhance our district facilities.

A district wide maintenance plan was created and will continue to be refined.

A Director of Buildings and Grounds was added.

A facilities assessment and capital improvements project has begun. This included school safety upgrades.

Start Date: 7/2/2018 **End Date:** 6/30/2022

Program Area(s): Student Services, Educational Technology

Supported Strategies:

- Educational Foundation Funding
- Increased awareness of School District resources/events/opportunities

Establish Educational Foundation**Description:**

The Riverview Educational Foundation has been established. They continue to provide grant opportunities for Riverview School District teachers and staff. The Foundation continues to help innovation happen by

providing students opportunities to research, discover, create, communicate and enhance learning.

Start Date: 7/2/2018 **End Date:** 6/30/2022

Program Area(s): Student Services, Gifted Education, Educational Technology

Supported Strategies:

- Educational Foundation Funding
- Increased awareness of School District resources/events/opportunities

Community and Media Outreach

Description:

Increased community outreach via a variety of media sources. This is already underway; we will continue to work within Central Office and among each of the Schools to host events, focus groups, outreach efforts and also advertise the variety of opportunities the School District offers to students and the community.

This will continue. The school district has both contracted and volunteer hours devoted to this goal.

Start Date: 7/2/2018 **End Date:** 6/30/2022

Program Area(s):

Supported Strategies:

- Increased awareness of School District resources/events/opportunities

Educator Hiring Practices and School Performance Profile

Description:

Attract and retain highly qualified teacher and educator candidates that support the goals of the Comprehensive Plan with multiple certifications, advanced degrees, and credentials who have the ability to analyze data in order to benefit student learning by conducting rigorous

stakeholder hiring process and offering local comprehensive induction program, competitive salaries, and high-quality professional development. Our highly qualified teachers and improved School Performance Profile Score will be shared in district marketing efforts.

Start Date: 7/2/2018 **End Date:** 6/30/2022

Program Area(s): Teacher Induction

Supported Strategies:

- Increased awareness of School District resources/events/opportunities

Goal #5: Monitor, refine and communicate a Safe and Respectful Learning Environment

Related Challenges:

- Ensure that there is a system within the school that fully ensures a safe and supportive environment for all students.
- Ensure that there is a system within the school that fully ensures school-wide use of data that is focused on school improvement and the academic growth of all students.

Indicators of Effectiveness:

Type: Annual

Data Source: Safety Committee Survey

Specific Targets: Qualitative and Quantitative Data will be collected to determine the needs and response of the school district with regard to establishing, maintaining, and improving a safe and respectful learning environment.

Strategies:

Character and Social Skill Building Programs - Social Skills Training

Description: Social skills training is not a specific curriculum, but rather a collection of practices that utilize a behavioral approach to teaching preschool children age-appropriate social skills and

competencies, including communication, problem solving, decision making, self-management, and peer relations. Social skills training can occur in both regular and special education classrooms. (Sources: [Social Skills Training](#))

SAS Alignment: Safe and Supportive Schools, Standards, Instruction, Curriculum Framework

Positive Behavioral Interventions and Supports

Description: Positive behavior support strives to use a system to understand what maintains an individual's challenging behavior. It also summarizes and creates a hypothesis about the behavior, and directly observes the behavior and takes data to get a baseline. The positive behavior support process involves goal identification, information gathering, hypothesis development, support plan design, implementation and monitoring. Strategies are needed that teachers and parents are able and willing to use and that have an impact on the child's ability to participate in community and school activities. (Source: http://en.wikipedia.org/wiki/Positive_behavior_support) Measures of fidelity of PBS implementation were established in 2009, which means that the correlation between fidelity of implementation and measures of student behavior (e.g. number of behavioral referrals) can and needs to be determined before PBS can be verified as having a statistically significant impact on student behavior. A number of tools provide indicators of implementation, but indicators of effectiveness remain to be verified. The following site provides technical information related to PBS. (Source: <http://www.pbis.org/default.aspx>) While empirical evidence is being developed regarding the effectiveness of School Wide PBS at the high school level, there is initial support for use of PBS in high schools. (Source: http://www.pbis.org/school/high_school_pbis.aspx) The Technical Assistance Center on Positive Behavioral Interventions and Supports is established by the U.S. Department of Education's Office of Special Education Programs (OSEP) to define, develop, implement, and evaluate a multi-tiered approach to Technical Assistance that improves the capacity of states, districts and schools to establish, scale-up and sustain the PBIS framework. Emphasis is given to the impact of implementing PBIS on the social, emotional and academic outcomes for students with disabilities. Resource: <http://effectivestrategies.wiki.caiu.org/Safe+and+Supportive>

SAS Alignment: Safe and Supportive Schools

School Safety

Description:

Implement safety drills to familiarize students and staff with emergency and safety protocol.

Professional development for all staff has been added to increase preparedness and prevention.

Follow all mandated and recommended safety plans and drills.

We have a specific designated administrator for School Safety and Security.

SAS Alignment: Safe and Supportive Schools

Implementation Steps:

Safety Committee Improvements

Description:

We will focus on refining and improving the functions of the District Safety Committee.

Start Date: 7/1/2018 **End Date:** 6/30/2022

Program Area(s):

Supported Strategies:

- School Safety

SWPBIS and Olweus

Description:

Our implementation of School-Wide Positive Behavior Intervention and Support (SWPBIS) and Olweus will continue to occur across the district as a research-based best practices that ensure that positive measures are taken to establish and reinforce a safe and respectful learning environment.

Start Date: 7/2/2018 **End Date:** 6/30/2022

Program Area(s):

Supported Strategies:

- Positive Behavioral Interventions and Supports

Reporting System

Description:

The district has instituted a See Something Say Something link on the website.

This will continue to be refined to be sure we receive accurate and relevant information. These include changing text boxes, find a way to have them communicate via email without divulging their email address, sending an automatic reply to those that submit comments.

Start Date: 9/4/2018 **End Date:** 6/30/2022

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

- School Safety

Appendix: Professional Development Implementation Step Details

LEA Goals Addressed:	To be an academically competitive school district, using data analysis, standards-aligned curricula and research-based strategies to meet and monitor all students' learning needs at all levels.	Strategy #1: Assess and Monitor the Middle School Concept within Our Junior/Senior High Strategy #2: Using Data Analysis to Increase Student Achievement at the Elementary and High School levels
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Start	End	Title	Description	Provider	Type	App.							
7/2/2018	6/30/2022	Customized Education Plans	Analyze data using OnHands Schools technology to examine the issues of academic need to determine root causes. Provide professional development to address root causes. Provide common plan time for teachers to meet and discuss student achievement and best practices. There will be scheduled time in grades K-8 where students will receive enrichment and/or remediation based on individual needs.	Riverview School District	School Entity	Yes							
		<table border="0"> <tr> <td>Person Responsible</td> <td>SH</td> <td>S</td> <td>EP</td> </tr> <tr> <td>School Principals</td> <td>7.0</td> <td>2</td> <td>20</td> </tr> </table>	Person Responsible	SH	S	EP	School Principals	7.0	2	20			
Person Responsible	SH	S	EP										
School Principals	7.0	2	20										

Knowledge	Teachers will create customized plans for selected students based on their new professional learning. Building administrators will establish root causes of academic areas of need and develop plans for systemic support.
Supportive	Best practices including differentiated instruction, data analysis, and student centered individualized learning will

Research be established and implemented.

Designed to Accomplish

<p>For classroom teachers, school counselors and education specialists:</p>	<p>Enhances the educator’s content knowledge in the area of the educator’s certification or assignment.</p> <p>Increases the educator’s teaching skills based on research on effective practice, with attention given to interventions for struggling students.</p> <p>Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.</p> <p>Empowers educators to work effectively with parents and community partners.</p>
<p>For school and district administrators, and other educators seeking leadership roles:</p>	<p>Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania’s academic standards.</p> <p>Provides leaders with the ability to access and use appropriate data to inform decision-making.</p> <p>Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.</p> <p>Instructs the leader in managing resources for effective results.</p>

Training Format LEA Whole Group Presentation
Professional Learning Communities

Participant Roles	Dir	<p>Classroom teachers Principals / Asst. Principals Supt / Ast Supts / CEO / Ex</p> <p>School counselors Other educational specialists</p>	Grade Levels	Middle (grades 6-8)
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Follow-up Activities	Analysis of student work,	Evaluation Methods	Classroom observation focusing on
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with administrator and/or peers
 Creating lessons to meet varied student learning styles
 Joint planning period activities

factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.
 Student PSSA data
 Standardized student assessment data other than the PSSA
 Classroom student assessment data
 Review of participant lesson plans

LEA Goals Addressed:

To be an academically competitive school district, using data analysis, standards-aligned curricula and research-based strategies to meet and monitor all students' learning needs at all levels.

Continue to improve and refine our approach to creating and implementing customized education plans for our students based on the analysis of data.

Strategy #1: Assess and Monitor the Middle School Concept within Our Junior/Senior High

Strategy #2: Using Data Analysis to Increase Student Achievement at the Elementary and High School levels

Start	End	Title	Description	Person Responsible	SH	S	EP	Provider	Type	App.
7/2/2018	6/30/2022	Data analysis to improve student performance	Use root cause(s) and integrate technology and professional development to analyze data, develop Action Plan, and monitor student learning for increased academic achievement at Junior High level. We can analyze data for each student and develop individualized learning plans for our students that value the diverse needs of all students. Teachers will meet to analyze data to create plans of actions for students. Students in grades K-8 will be given designated times during each week to work on enrichment/remediation activities.							

Instructional Principal 4.0 3 30 Principals/RSD staff

School Entity Yes

Knowledge

Teachers will have increased knowledge of strategies and technology for analyzing student data in order to make instructional decisions for a diverse body of learners that increase student achievement in an inclusive setting. Administrators will have increased knowledge of how to manage and analyze student data in order to provide systemic leadership and support for student achievement.

Supportive Research

Data analysis is a research-based practice in improving student learning.

Designed to Accomplish

For classroom teachers, school counselors and education specialists:

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

Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.

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

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

Provides leaders with the ability to access and use appropriate data to inform decision-making.

Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.

Training Format

LEA Whole Group Presentation
Series of Workshops

Participant Roles

Classroom teachers
Principals / Asst. Principals
School counselors

Grade Levels

Elementary - Primary (preK - grade 1)
Elementary - Intermediate (grades 2-5)
Middle (grades 6-8)

High (grades 9-12)

Follow-up Activities	<p>Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers</p> <p>Analysis of student work, with administrator and/or peers</p> <p>Creating lessons to meet varied student learning styles</p> <p>Joint planning period activities</p>	Evaluation Methods	<p>Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.</p> <p>Student PSSA data</p> <p>Standardized student assessment data other than the PSSA</p> <p>Classroom student assessment data</p>
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LEA Goals Addressed: To be an academically competitive school district, using data analysis, standards-aligned curricula and research-based strategies to meet and monitor all students' learning needs at all levels.

Strategy #1: Curriculum Mapping
Strategy #2: K-12 Writing Framework

Start	End	Title	Description
7/2/2018	6/30/2022	Curriculum Mapping	Continue the curriculum mapping process outlined in the current strategic plan. We will be using the Rubicon Atlas software. This allows teachers to create a standards-based curriculum that can be indexed and searched easily to find gaps, repetition, and areas of weakness identified through analysis of state testing and other assessment data. Once curricula are entered, results of the work will be shared on the district webpage. In addition, through professional development, a culture of continuous curriculum improvement will result in revisions and improvements happening yearly.

There is a proposal to conduct a Summer Curriculum Academy. This would be for 10 teachers @30 hours for an approximate cost of \$16,000.

Person Responsible	SH	S	EP	Provider	Type	App.
Principals	7.0	5	15	Rubicon Atlas/RSD staff	Individual	Yes

Knowledge	Teachers will have familiarity with PA Core Standards and Rubicon Atlas Technology that will enable them to electronically articulate curriculum.
	Teachers will enter their curriculum into Rubicon platform for curriculum mapping and alignment.
Supportive Research	Curriculum Mapping is a practice used to articulate and align curricula that is the framework for instruction; OnHands Curriculum Mapper is a technology that supports the mapping process.
Designed to Accomplish	
For classroom teachers, school counselors and education specialists:	Enhances the educator’s content knowledge in the area of the educator’s certification or assignment.
For school and district administrators, and other educators seeking leadership roles:	Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania’s academic standards. Provides leaders with the ability to access and use appropriate data to inform decision-making. Empowers leaders to create a culture of teaching and learning, with an emphasis on learning. Instructs the leader in managing resources for effective results.
Training Format	LEA Whole Group Presentation Series of Workshops Online-Asynchronous

Participant Roles	Dir	Classroom teachers Principals / Asst. Principals Supt / Ast Supts / CEO / Ex	Grade Levels	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
Follow-up Activities	activities	Joint planning period	Evaluation Methods	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. Student PSSA data Standardized student assessment data other than the PSSA Classroom student assessment data

LEA Goals Addressed: To be an academically competitive school district, using data analysis, standards-aligned curricula and research-based strategies to meet and monitor all students' learning needs at all levels.

Strategy #1: Curriculum Mapping
Strategy #2: K-12 Writing Framework

Start	End	Title	Description
7/7/2014	6/30/2022	K-12 Writing Framework Development	<p>Teachers will convene over the next school year(s) to develop, pilot, implement and evaluate a K-12 scope and sequence for literacy, more specifically writing, that is grounded in communication needs for the 21st century. This framework will be implemented district-wide to establish consistency in the district's approach to writing instruction.</p> <p>A group of teachers chose a resource and Verner Elementary piloted the program. Tenth Street will begin using the resource during the 2018-2019 school year. We have chosen to focus on grades K-8.</p>

Person Responsible	SH	S	EP	Provider	Type	App.
K-12 Writing Framework Committee and Chairperson; Principals	3.0	5	15	Riverview School District	School Entity	Yes

Knowledge	This professional development step will improve written communication and support consistent literacy acquisition for all students K-12 in alignment with the PA Core Standards.		
	Implementation of Writing resource.		
Supportive Research	Research-based literacy frameworks and best practices in writing instruction will be examined and implemented as part of this professional development implementation step.		
Designed to Accomplish	<p>For classroom teachers, school counselors and education specialists:</p> <p>Enhances the educator’s content knowledge in the area of the educator’s certification or assignment.</p> <p>Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania’s academic standards.</p> <p>For school and district administrators, and other educators seeking leadership roles:</p> <p>Provides leaders with the ability to access and use appropriate data to inform decision-making.</p> <p>Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.</p>		
Training Format	<p>LEA Whole Group Presentation</p> <p>Series of Workshops</p> <p>Online-Asynchronous</p>		
Participant Roles	Classroom teachers Principals / Asst. Principals	Grade Levels	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5)

	Supt / Ast Supts / CEO / Ex	Middle (grades 6-8)
	Dir	High (grades 9-12)
	New Staff	
Follow-up Activities	<p>Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers</p> <p>Analysis of student work, with administrator and/or peers</p> <p>Creating lessons to meet varied student learning styles</p>	<p>Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.</p> <p>Student PSSA data</p> <p>Standardized student assessment data other than the PSSA</p> <p>Classroom student assessment data</p> <p>Review of participant lesson plans</p> <p>Review of written reports summarizing instructional activity</p>
	Evaluation Methods	

LEA Goals Addressed: To be an academically competitive school district, using data analysis, standards-aligned curricula and research-based strategies to meet and monitor all students' learning needs at all levels.

Continue to improve and refine our approach to creating and implementing customized education plans for our students based on the analysis of data.

Strategy #1: Differentiating Instruction

Start	End	Title	Description
7/2/2018	6/30/2022	Data analysis to improve student performance	Use root cause(s) and integrate technology and professional development to analyze data, develop Action Plan, and monitor student learning for increased academic achievement at Junior High level. We can analyze data for each student

and develop individualized learning plans for our students that value the diverse needs of all students.

Teachers will meet to analyze data to create plans of actions for students. Students in grades K-8 will be given designated times during each week to work on enrichment/remediation activities.

Person Responsible	SH	S	EP	Provider	Type	App.
Instructional Principal	4.0	3	30	Principals/RSD staff	School Entity	Yes

Knowledge

Teachers will have increased knowledge of strategies and technology for analyzing student data in order to make instructional decisions for a diverse body of learners that increase student achievement in an inclusive setting. Administrators will have increased knowledge of how to manage and analyze student data in order to provide systemic leadership and support for student achievement.

Supportive Research

Data analysis is a research-based practice in improving student learning.

Designed to Accomplish

For classroom teachers, school counselors and education specialists:

Increases the educator’s teaching skills based on research on effective practice, with attention given to interventions for struggling students.
Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.

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

Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania’s academic standards.
Provides leaders with the ability to access and use appropriate data to inform decision-making.
Empowers leaders to create a culture of teaching and learning, with an emphasis on

	learning.		
Training Format	LEA Whole Group Presentation Series of Workshops		
Participant Roles	Classroom teachers Principals / Asst. Principals School counselors	Grade Levels	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
Follow-up Activities	Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers Analysis of student work, with administrator and/or peers Creating lessons to meet varied student learning styles Joint planning period activities	Evaluation Methods	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. Student PSSA data Standardized student assessment data other than the PSSA Classroom student assessment data

LEA Goals Addressed: Continue to improve and refine our approach to creating and implementing customized education plans for our students based on the analysis of data. **Strategy #1: Online Learning Opportunities**
Strategy #2: RCEP Process

Start	End	Title	Description
7/2/2018	6/30/2022	Online Learning Options	Research shows that many students learn better in online environments. Our administration will begin examining how we might establish a Cyberschool option within our school district that will help us to customized learning. We plan to have

this option in place for students at least by the end of 2018.

Begin to research, design, create and offer our own local cyberschool option through technology expansion and develop a BYOD protocol.

Riverview School District has contracted with a platform for online courses. Students are permitted to take classes online if certain criteria are met.

We will now begin to explore more blended learning opportunities for students.

Person Responsible	SH	S	EP	Provider	Type	App.
District Educational Technology Administrators	3.0	6	15	AIU/School District Personnel	IU	No

Knowledge Teachers will gain knowledge of online tools available to assist with student learning.

Supportive Research Multiple modalities of learning.

Designed to Accomplish

For classroom teachers, school counselors and education specialists:

- Enhances the educator’s content knowledge in the area of the educator’s certification or assignment.
- Increases the educator’s teaching skills based on research on effective practice, with attention given to interventions for struggling students.
- Empowers educators to work effectively with parents and community partners.

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

- Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania’s academic standards.
- Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.

Instructs the leader in managing resources for effective results.

Training Format	<p>LEA Whole Group Presentation Series of Workshops School Whole Group Presentation Live Webinar Department Focused Presentation Online-Synchronous Online-Asynchronous</p>			
Participant Roles	Dir	<p>Classroom teachers Principals / Asst. Principals Supt / Ast Supts / CEO / Ex School counselors Other educational specialists</p>	Grade Levels	<p>Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)</p>
Follow-up Activities		<p>Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers Analysis of student work, with administrator and/or peers Creating lessons to meet varied student learning styles</p>	Evaluation Methods	<p>Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.</p>

District Level Affirmations

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

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

No signature has been provided

Board President

No signature has been provided

Superintendent/Chief Executive Officer

Special Education Affirmations

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

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

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

Affirmed by Maureen McClure on 5/1/2018

Board President

Affirmed by Margaret DiNinno on 5/30/2018

Superintendent/Chief Executive Officer