

Spring-Ford Area School District

**District Level Plan**

July 1, 2015 through June 30, 2018



# District Profile

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## Demographics

857 South Lewis Road

Royersford, PA 19468

(610) 705-6000

Superintendent: David Goodin

Director of Special Education: Jeanmarie Mason

## Planning Process

Working with a company to gather community and staff feedback, the District developed an internal and external stakeholder survey to help determine district challenges and strengths, skills and attitudes necessary for Spring-Ford graduates and fiscal priorities for the next five years.

## Mission Statement

Spring-Ford Area School District strives to be educationally relevant, focused on achievement and growth, and have a priority on people so that students are fully prepared to positively contribute to their society.

## Vision Statement

Spring-Ford Area School District will be the district that every parent would choose as their child's educational provider.

## Shared Values

- Educating with dedication and passion
- Challenging each student to their fullest potential
- Educational opportunities beyond academics
- Respect and integrity
- Value diversity
- Health, wellness and safety
- Global citizenship
- Collaboration and teamwork
- Personal and social responsibility
- Hiring and retaining the highest quality staff
- Fostering critical thinking and real world application

## Educational Community

Spring-Ford Area School District, Montgomery and Chester Counties, Pennsylvania (the “District”) is located midway between Norristown, Pennsylvania, the county seat of Montgomery County and Pottstown, Pennsylvania, in the western central portion of Montgomery County and in the eastern central section of Chester County. The district is comprised of the Townships of Limerick and Upper Providence and the Boroughs of Royersford and Spring City (collectively, the “Component Municipalities”); Spring City Borough lies in eastern Chester County, while the other three Component Municipalities are situated in western Montgomery County.

The growing community of approximately 47,370 straddles the route 422 bypass and offers the best of both a small-town atmosphere and proximity to metropolitan attractions. The district is characterized by small towns, suburban neighborhoods and rural areas. The location offers easy access to the cultural appeal of Philadelphia, as well as the warmth and nurturing of suburban America.

The district is approximately twenty miles northwest of Philadelphia, Pennsylvania, twenty-five miles south of Reading, Pennsylvania, and five miles north of Valley Forge, Pennsylvania. The district has a combined land area of 44.4 square miles, and the 2010 U.S. Census population of the district is 47,368, compared to the 2000 U.S. Census population of 36,483; this represents an increase of 10,885 or 29.84%.

**Characteristics:** The district is characterized by rolling hills and fertile valleys flanking the Schuylkill River. The Townships are residential in character, with several large industries. A major public institution located within the district is Parkhouse, formerly known as the Montgomery County Rehabilitation and Geriatric Center.

**Transportation:** The economic position of the district has been bolstered by a fine network of federal and state highways. U.S. Route 422 passes through the district in a north-south direction, connecting the area with Valley Forge to the south and Pottstown to the north. There are five exits off U.S. 422 in the district which include the following: Sanatoga exit; Limerick exit; Royersford exit; Route 29 exit; and the Oaks exit. State Routes 29 and 113 connect the district with the Borough of Phoenixville. Bus service is provided by the Southeastern Pennsylvania Transit Authority (SEPTA). Light aircraft service is available at the Pottstown-Limerick Airport, which has single and multiple engine aircraft available for charter flights. The Airport also provides commuter connections to the Philadelphia International Airport.

**Economy of the School District:** Four major employers and two major shopping complexes are located in Limerick and Upper Providence Townships as a result of the closeness to the Pottstown Expressway of Route 422.

In October 2009, Pfizer completed its acquisition of Wyeth following the receipt of regulatory approval from all government authorities required by the merger agreement and approval by Wyeth shareholders.

Pfizer-Wyeth will have numerous prescription drugs on the market this year. The combined operation will produce a company with a distinct blend of diversification, flexibility and scale. It will also ensure Pfizer's position as the world's largest pharmaceutical company.

GlaxoSmithKline (GSK) is one of the world's leading healthcare companies. They are the only pharmaceutical company to tackle the three "priority" diseases identified by the World Health Organization: HIV/AIDS, tuberculosis and malaria. GSK discovers, develops, manufactures and markets pharmaceutical, vaccines, over-the-counter medicines and health related consumer products and provides healthcare services including disease management, clinical laboratory testing and pharmacy benefit management.

SEI Investments is a leading global provider of asset management and investment technology solutions. Their innovative solutions help corporations, financial institutions, financial advisors and affluent families create and manage wealth.

Iron Mountain, Inc. is the world's trusted partner for outsourced records and information management services. Founded in 1951, the company has grown to service customer accounts throughout the United States, Canada, Europe and Latin America. Iron Mountain offers records management services for both physical and digital media, disaster recovery support services and consulting – services that help businesses save money and manage risk associated with legal and regulatory compliance, protection of vital information and business continuity challenges.

Philadelphia Premium Outlets, located off the Sanatoga Exit of Route 422 in Limerick Township, features more than 150 designer and brand-name outlet stores in an astounding 425,000-square-foot retail space. Upscale merchants includes such names as Calvin Klein, Coach, J.Crew, Sony, Adidas, Ann Taylor, Banana Republic, BCBG Max Azria, Brooks Brothers, Cole Haan, DKNY, Gap Outlet, Guess, Michael Kors, Neiman Marcus Last Call, Nike, Polo Ralph Lauren, Puma, Tommy Hilfiger and more.

Providence Town Center is a still-evolving shopping megacenter located off U.S. 422 on Route 29. Providence Town Center is home to Wegmans, LA Fitness, Best Buy, Dick's Sporting Goods, Ulta, Five Below, PNC Bank, P.F. Chang's, Staples, PetSmart, Olive Garden, Home Goods, Michaels Arts & Crafts Store, Raymour & Flanigans Eastern Mountain Sports and a movie theater. Other plans include food-oriented stores, and other retailers.

The location of the district also provides residents with many employment opportunities in neighboring communities and in the major employment centers of the Delaware Valley. These include the City of Philadelphia (35 minutes), Valley Forge and King of Prussia Industrial Parks (10 minutes), the City of Reading (20 minutes) and the Great Valley Corporate Center (20 minutes). These facilities provide office

space for some 200 industrial concerns, including Verizon, AT&T, Xerox, Prudential Insurance, Honeywell, NCR and IBM.

**Student Achievements:** Spring-Ford Area School District is proud of the academic achievements of its students. From year to year, students consistently score above the state average on the PSSA test and national averages on standardized measures, such as the Terra Nova Test, the Scholastic Aptitude Test (SAT), the American College Test (ACT), Explore and PLAN (ACT 10<sup>th</sup> grade Assessment Program). SFASD also proudly acknowledges the consistent achievement of its students as exemplified by those who have become National Merit Scholarships finalists and semifinalist; district, regional and state essay contest winners; regional technology presenters; and participants in regional Science Olympiads, Geography and Spelling Bees.

**SAT Test Scores:** Below is a comparison of Spring-Ford Area School District college-bound SAT scores to state averages for a six year period.

	<b><u>Critical Reading</u></b>						<b><u>Math</u></b>						<b><u>Writing</u></b>					
	2009	2010	2011	2012	2013	2014	2009	2010	2011	2012	2013	2014	2009	2010	2011	2012	2013	2014
SF	504	506	515	506	514	518	524	533	544	533	541	543	493	491	501	491	505	508
State	493	492	493	492	493	497	501	501	501	501	501	513	483	480	483	480	479	480

**Spring-Ford Area School District Class of 2014 Statistics**

- 92% of full-time high school students are going on to post-secondary education.
- 71% of full-time high school students are going on to a 4 year college.
- 21% of full-time high school students are going on to a 2 year college.
- 7% of full-time high school students are going on to the work force.
- 1% of full-time are entering the military.

**Recreation:** Spring-Ford is within a few minutes of Ursinus College in Collegeville, the scenic and recreational attractions of Valley Forge National Historical Park, the outdoor attractions of French Creek State Park, historical Hopewell Village and the quaint and fanciful shops and restaurants of St. Peter's Village. It is within minutes of the Philadelphia Premium Outlets in Limerick Township, the Providence Township Center in Upper Providence and the King of Prussia Mall. It is also less than an hour's drive east of Lancaster and the heart of Pennsylvania Dutch Amish Country.

The district residents have access to a variety of recreational facilities through public, private and quasi-public agencies. Numerous public and private golf courses are located throughout the district for the enthusiastic golfer. Montgomery County provides recreational parks along the Schuylkill River for use by its residents.

**Health Care:** Phoenixville Hospital and Pottstown Memorial Medical Center are located adjacent to the district. The following medical facilities are located within easy access of the district: Lansdale Hospital, Montgomery Hospital, Mercy Suburban Hospital, Grandview Hospital and Chestnut Hill Hospital. A medical center operated by the Phoenixville Hospital is located in Limerick and one is located in Upper Providence that is operated by the Jefferson Medical Center.

**Police and Fire Protection:** Police protection is provided to the district by both local police departments and the Pennsylvania State Police. Fire protection and ambulance service are provided by the Component Municipalities.

**Communications:** Two daily and two weekly newspapers are circulated throughout the district. The two daily newspapers include: *The Mercury*, which is published in Pottstown and *The Times Herald*, which is published in Norristown. *The Reporter* and *The Phoenix* are distributed on a weekly basis.

The district's website, [www.spring-ford.net](http://www.spring-ford.net), provides information for the public to view. Ram Country Television (RCTV) broadcasts on Comcast Channel 969 and Verizon FIOS 44, with all programming being provided through the district. Viewers who tune into these channels are able to watch live broadcasts of board meetings and athletic events, as well as view important messages about district events and initiatives.

## Planning Committee

Name	Role
Kimberly Bast	Administrator
Kristin Beideman	Ed Specialist - School Counselor
Joan Clare Callow	Paraeducator
Linda Cartwright	Community Representative
Sue Choi	Middle School Teacher - Regular Education
Ed Cummins	Business Representative
Daniel Currie	Special Education Director/Specialist
Katie Davis	Secondary School Teacher - Special Education
Kimberly Donnelly	Parent
Sabrina Elwood	Ed Specialist - School Psychologist
Dr. Keith Floyd	Administrator
Dr. David Goodin	Administrator
Dr. Pete Grande	Business Representative
Hope Grimes	Community Representative
Dallas Groshardt	Paraeducator

Name	Role
Jacqueline Havrilla	Administrator
Dawn Heine	Board Member
Kathie Kotch	Administrator
Cathy Kwarta	Parent
Jaime LaForgia	Secondary School Teacher - Regular Education
Mary Pat Long	Administrator
Kathy Mandracchia	Elementary School Teacher - Regular Education
Dr. Jeanmarie Mason	Special Education Director/Specialist
Beverly McNutt	Parent
Gianna McNutt	Student
Greg McNutt	Parent
Justin McNutt	Student
Robin Moyer	Parent
Patricia Musselman	Elementary School Teacher - Special Education
Pat Nugent	Administrator
Heather Nuneviller	Administrator
Mary Palladino	Instructional Coach/Mentor Librarian
Bernard Pettit	Board Member
Louise Plush	Middle School Teacher - Regular Education
Mary Kate Purdy	Middle School Teacher - Special Education
Nancy Quain	Ed Specialist - School Psychologist
Edith Quinby	Secondary School Teacher - Regular Education
Christine Raber	Special Education Director/Specialist
John Raber	Elementary School Teacher - Regular Education
Christine Raber	Ed Specialist - Other
Steve Reynolds	Ed Specialist - Instructional Technology
Jennifer Rinehimer	Parent
Shawn Riordan	Elementary School Teacher - Regular Education
Dr. Allyn Roche	Administrator
Elaine Ruppert	Administrator
Melissa Shimukonas	Elementary School Teacher - Special Education
JoAnn Sibley	Elementary School Teacher - Regular Education
Holly Smith	Middle School Teacher - Regular Education
Kelly Spletzer	Board Member
Wendy Taylor	Instructional Coach/Mentor Librarian

Gloria Vollert	Parent
Dr. Tina Weidenbaugh	Administrator
Kirsten Whitt	Student
Melissa Yonchuk	Behavior Specialist

# 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
Common Core Standards: English Language Arts	Accomplished	Accomplished
Common Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Accomplished	Accomplished
Common Core Standards: Mathematics	Accomplished	Accomplished
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	Accomplished	Accomplished
Early Childhood Education: Infant-Toddler&rarr;Second Grade	Developing	Developing
English Language Proficiency	Developing	Developing
Interpersonal Skills	Accomplished	Accomplished
School Climate	Developing	Developing



**Elementary Education-Intermediate Level**

<b>Standards</b>	<b>Mapping</b>	<b>Alignment</b>
Arts and Humanities	Developing	Developing
Career Education and Work	Developing	Developing
Civics and Government	Developing	Developing
Common Core Standards: English Language Arts	Accomplished	Accomplished
Common Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Accomplished	Accomplished
Common Core Standards: Mathematics	Accomplished	Accomplished
Economics	Developing	Developing
Environment and Ecology	Developing	Developing
Family and Consumer Sciences	Accomplished	Accomplished
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	Accomplished	Accomplished
English Language Proficiency	Developing	Developing
Interpersonal Skills	Accomplished	Accomplished
School Climate	Developing	Developing

**Middle Level**

<b>Standards</b>	<b>Mapping</b>	<b>Alignment</b>
Arts and Humanities	Developing	Developing
Career Education and Work	Developing	Developing
Civics and Government	Developing	Developing
Common Core Standards: English Language Arts	Accomplished	Accomplished
Common Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Accomplished	Accomplished
Common Core Standards: Mathematics	Accomplished	Accomplished
Economics	Developing	Developing
Environment and Ecology	Developing	Developing
Family and Consumer Sciences	Accomplished	Accomplished
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	Accomplished	Accomplished
English Language Proficiency	Developing	Developing
Interpersonal Skills	Developing	Developing
School Climate	Accomplished	Accomplished
World Language	Developing	Developing

### High School Level

<b>Standards</b>	<b>Mapping</b>	<b>Alignment</b>
Arts and Humanities	Developing	Developing
Career Education and Work	Developing	Developing
Civics and Government	Developing	Developing
Common Core Standards: English Language Arts	Accomplished	Accomplished
Common Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Accomplished	Accomplished
Common Core Standards: Mathematics	Accomplished	Accomplished
Economics	Developing	Developing
Environment and Ecology	Developing	Developing
Family and Consumer Sciences	Accomplished	Accomplished
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	Accomplished	Accomplished
School Climate	Developing	Developing
World Language	Developing	Developing

## *Adaptations*

### **Elementary Education-Primary Level**

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

### **Elementary Education-Intermediate Level**

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

### **Middle Level**

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

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

### High School Level

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

### ***Explanation for any standards checked:***

Through a systematic review of the curriculum content areas by way of the established curriculum review cycle, currently all curriculums are either in "research and study," "writing," "implementation," or "evaluate and refine."

## 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:***

Through a systematic review of the curriculum content areas by way of the established curriculum review cycle, currently all curriculums are either in "research and study," "writing," "implementation," or "evaluate and refine."

**Elementary Education-Intermediate Level**

<b>Curriculum Characteristics</b>	<b>Status</b>
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:***

Through a systematic review of the curriculum content areas by way of the established curriculum review cycle, currently all curriculums are either in "research and study," "writing," "implementation," or "evaluate and refine."

**Middle Level**

<b>Curriculum Characteristics</b>	<b>Status</b>
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:***

Through a systematic review of the curriculum content areas by way of the established curriculum review cycle, currently all curriculums are either in "research and study," "writing," "implementation," or "evaluate and refine."

**High School Level**

<b>Curriculum Characteristics</b>	<b>Status</b>
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	Developing

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

***Processes used to ensure Accomplishment:***

Through a systematic review of the curriculum content areas by way of the established curriculum review cycle, currently all curriculums are either in "research and study," "writing," "implementation," or "evaluate and refine."

***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.***

As part of the systematic review of the curriculum content areas through the established curriculum review cycle, special education staff members are regularly included in the curriculum review process to assure that all grade and content level curriculums are modified and accommodated to guarantee that students of all ability levels have access to the grade level curricular content.

**Instruction**

***Instructional Strategies***

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

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

Through the district's formalized Differentiate Supervision Plan, all staff members are either in formal action research, or peer collaboration dependent upon their current tenure status, as well as their respective position within the three year rotating cycle.

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

Currently, daily lesson plans are required by all staff members, but individual lesson plans are not reviewed on a regular basis.

### *Responsiveness to Student Needs*

#### **Elementary Education-Primary Level**

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

#### **Elementary Education-Intermediate Level**

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

#### **Middle Level**

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

#### **High School Level**

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

## 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.***

Historically, SFASD is sought after by potential employees as a preeminent district for employment. In addition, the district participates in structured job fairs and recruiting seminars annually.

## Assessments

### Local Graduation Requirements

Course Completion	SY 13-14	SY 14-15	SY 15-16	SY 16-17	SY 17-18	SY 18-19
Total Courses	22.00	22.00				
English	4.00	4.00				
Mathematics	3.00	3.00				
Social Studies	3.00	3.00				
Science	3.00	3.00				
Physical Education	1.60	1.60				
Health	0.40	0.40				
Music, Art, Family & Consumer Sciences, Career and Technical Education	0.50	0.50				
Electives	6.50	6.50				
Minimum % Grade Required for Credit (Numerical Answer)	22.00	22.00				

### 2014 Graduation Specifics

***Identify the method(s) used for determining graduation proficiency for the following sets of standards.***

#### Reading

- Proficiency on State Assessments
- Local Assessments aligned with State Standards

#### Writing

- Proficiency on State Assessments
- Local Assessments aligned with State Standards

#### Mathematics

- Proficiency on State Assessments
- Local Assessments aligned with State Standards



### Local Assessments

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

WA: Works of Art; TF Teacher Developed; NAT: National; DA Diagnostic; PSW: Portfolio of Student Work

### 2015 and beyond Graduation Requirement Specifics

Identify the method(s) used for determining graduation proficiency for the following sets of standards.

#### English Language and Composition

- Completion of Course Work in which a student demonstrates proficiency on the associated Keystone Exam

#### English Literature

- Completion of Course Work in which a student demonstrates proficiency on the associated Keystone Exam

#### Mathematics

- Completion of Course Work in which a student demonstrates proficiency on the associated Keystone Exam

#### Science & Technology

- Completion of Course Work in which a student demonstrates proficiency on the associated Keystone Exam

#### Environment & Ecology

- Completion of Course Work in which a student demonstrates proficiency on the associated Keystone Exam

### *2017 and beyond Graduation Requirement Specifics*

Identify the method(s) used for determining graduation proficiency for the following sets of standards.

#### **Biology or Chemistry**

- Completion of Course Work in which a student demonstrates proficiency on the associated Keystone Exam

#### **American History, Civics/Government or World History**

- Completion of Course Work in which a student demonstrates proficiency on the associated Keystone Exam

### *Methods and Measures*

#### **Summative Assessments**

Summative Assessments	EEP	EEI	ML	HS
PSSA, PASA and Keystone Exams		X	X	X

#### **Benchmark Assessments**

Benchmark Assessments	EEP	EEI	ML	HS
4Sight, and LEA created Benchmark Assessments		X	X	X

#### **Formative Assessments**

Formative Assessments	EEP	EEI	ML	HS
LEA created Formative Assessments	X	X	X	X

#### **Diagnostic Assessments**

Diagnostic Assessments	EEP	EEI	ML	HS
DIBELS, F&P, AIMSWEB and Study Island	X	X	X	X

### *Validation of Implemented Assessments*

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

***Provide brief explanation of your process for reviewing assessments.***

All locally developed benchmark and culminating assessments are reviewed by teacher stakeholders, as well as the respective department chairpersons with the oversight of the assigned departmental administrator. Final oversight is provided by the Director and Assistant Director of Curriculum and Instruction for the Spring-Ford Area School District.

***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.***

Teacher teams work in collaboration with their departmental chairperson and administrative supervisor to develop, review and validate all locally generated assessments including regular and ongoing reviews and revisions of assessments to guarantee that all assessments are providing detailed formative and summative data.

***Collection and Dissemination***

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

Administrative team members hold and facilitate regular data team meetings with all core team members, as well as all instructional staff members. In addition, data is made available to all staff members by way of our information management system (Skyward), as well as the use of the Performance Tracker data clearinghouse.

***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.***

At all levels within the K-12 program, regular data team meetings are held to review and analyze all forms of data including summative, formative, benchmark and diagnostic assessments. All assessment data is input into Performance Tracker, the district data clearinghouse, for continued access and review by respective administrative and instruction staff members.

***Assessment Data Uses***

<b>Assessment Data Uses</b>	<b>EEP</b>	<b>EEI</b>	<b>ML</b>	<b>HS</b>
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	
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			X	

can collaboratively create and/or identify instructional strategies likely to increase mastery.				
Instructional practices modified or adapted to increase student mastery.	X	X	X	X

***Provide brief explanation of the process for incorporating selected strategies.***

At all levels within the K-12 program, regular data team meetings are held to review and analyze all forms of data including summative, formative, benchmark and diagnostic assessments. All assessment data is input into Performance Tracker, the district data clearinghouse, for continued access and review by respective administrative and instruction staff members.

### ***Distribution of Summative Assessment Results***

<b>Distribution Methods</b>	<b>EEP</b>	<b>EEI</b>	<b>ML</b>	<b>HS</b>
Course Planning Guides	X	X	X	X
Directing Public to the PDE & other Test-related Websites	X	X	X	X
Individual Meetings	X	X	X	X
Letters to Parents/Guardians	X	X	X	X
Local Media Reports	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	X	X	X	X
Student Handbook	X	X	X	X
Facebook Page, Twitter, and Spring-Ford Area School District Mobile App	X	X	X	X

***Provide brief explanation of the process for incorporating selected strategies.***

At all levels within the K-12 program, regular data team meetings are held to review and analyze all forms of data including summative, formative, benchmark and diagnostic assessments. All assessment data is input into Performance Tracker, the district data clearinghouse, for continued access and review by respective administrative and instruction staff members.

## **Safe and Supportive Schools**

### ***Assisting Struggling Schools***

***Describe your entity's process for assisting schools that either do not meet the annual student achievement targets or experience other challenges, which deter student attainment of academic standards at a proficient level or higher. If your entity has no struggling schools, explain how you will demonstrate continued growth in student achievement.***

Schools that either do not meet annual student achievement targets or experience other challenges are supported in a variety of ways. In terms of student achievement targets, all schools are required to submit yearly goals and supporting action plans for each academic area. Student achievement data is

provided to each school and on-going professional development is provided for both the building administrators and teachers reviewing how to interpret and analyze the data. Based upon the data, a series of action steps are created to meet the target goal(s). Continued support and materials/resources are supplied by the district as well as periodic meetings to review ongoing student achievement data and benchmark scores.

In terms of other challenges, district administration supports the schools with a variety of resources (staffing, intervention, advice, visibility, coverage, funding, etc.) to support students and their families.

### *Programs, Strategies and Actions*

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

### *Identifying and Programming for Gifted Students*

1. Describe your entity's process for identifying gifted children.
2. Describe your gifted special education programs offered.

Students are identified for gifted supports using either a parent referral or a teacher/administration referral. Once a referral is made, students are screened by the school counselor using a standardized screening tool. Based upon the results of the screening tool and upon analysis of available student achievement and other data, a "Permission to Evaluate for Gifted Education" form is sent to the parents. If a parent makes a request for testing, a "Permission to Evaluate" form is sent to the parents within the 10 day time frame. Once the form is received by the parent, the appropriate testing is completed by the school psychologist within 60 calendar days.

The gifted special education programs offered are as follows:

- K-8 grades: Gifted supports are addressed with a pull-out program focused on individual strengths related to core subjects

- 9<sup>th</sup> grade: Students have the opportunity to enroll in Gifted English, Gifted Mentorship, Gifted Support Resource and/or gifted elective minor classes (in addition to honors and AP courses)
- 10<sup>th</sup>-12<sup>th</sup> grades: Students have the opportunity to enroll in Gifted English 10, Gifted Social Studies 10, Gifted Support Resource, Gifted Mentorship and/or gifted elective minor classes (in addition to honors, AP courses and dual college credit)

### *Developmental Services*

<b>Developmental Services</b>	<b>EEP</b>	<b>EEI</b>	<b>ML</b>	<b>HS</b>
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	X	X		
Wellness/Health Appraisal	X	X	X	X
Social Skills and Field Trip Opportunities	X	X	X	X
Technology	X	X	X	X

### *Diagnostic, Intervention and Referral Services*

<b>Diagnostic, Intervention and Referral Services</b>	<b>EEP</b>	<b>EEI</b>	<b>ML</b>	<b>HS</b>
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
Speech and Language Services	X	X	X	X
Occupational Therapy	X	X	X	X
Physical Therapy	X	X	X	X

### *Consultation and Coordination Services*

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

### *Communication of Educational Opportunities*

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

### *Communication of Student Health Needs*

<b>Communication of Student Health Needs</b>	<b>EEP</b>	<b>EEI</b>	<b>ML</b>	<b>HS</b>
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
Skyward Student Management System	X	X	X	X

### *Frequency of Communication*

#### **Elementary Education - Primary Level**

- Quarterly

#### **Elementary Education - Intermediate Level**

- Quarterly

#### **Middle Level**

- Quarterly

#### **High School Level**

- Quarterly



### ***Collaboration for Interventions***

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

Classroom teachers and individuals providing interventions for students must effectively collaborate to meet the needs of the students. Collaboration takes place in a variety of ways including the following methods:

- Face-to-Face Meetings and Conversations (Child Study, IST, IEP and GIEP Meetings, Team Meetings, Grade Level Meetings, etc.)
- E-mail
- Information saved/stored in Skyward and other databases (Performance Tracker, e-metric, IEP/GIEPs etc.)
- Phone Calls

### ***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***

Our transportation department is flexible in the way students in grades K-6 are transported both to and from school as it relates to child care and local day care centers. Students in grade K-6 can be picked-up and/or dropped off at a day care facility that is in the specific school boundary. As classroom size guidelines will allow, each year the district approves many school transfer requests based upon child care needs and specific situations. Each request is reviewed on a case-by-case basis. In grades K-6, the district contracts with the YMCA providing both before and after school care as a cost to the families. Tutoring is offered by each classroom teacher, as appropriate, and there are several Homework Help Clubs and/or academic extra-curricular offerings for students beginning in grades 5-12.

### ***Preschool Agency Coordination***

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

1. ***Address coordination activities designed to identify and serve children with disabilities and the supports and accommodations available to ensure both physical and programmatic access.***
2. ***Address pre-kindergarten programs operated directly by the LEA and those operated by community agencies under contract from the LEA.***

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

Montgomery County Intermediate Unit #23 (MCIU) addresses the coordination of activities to identify and serve and support children with disabilities to ensure both physical and programmatic access. Pre-kindergarten programs are not run directly by the LEA but are operated by or coordinated through the MCIU. Spring-Ford's K-4 Special Education Supervisor provides all necessary transition supports for students from early childhood settings to the K-12 school setting.

## Materials and Resources

### *Description of Materials and Resources*

#### **Elementary Education-Primary Level**

<b>Material and Resources Characteristics</b>	<b>Status</b>
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.***

In conjunction with the established curriculum review cycle, materials and resources are purchased to support and enhance the curriculum revisions.

#### **Elementary Education-Intermediate Level**

<b>Material and Resources Characteristics</b>	<b>Status</b>
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.***

In conjunction with the established curriculum review cycle, materials and resources are purchased to support and enhance the curriculum revisions.

#### **Middle Level**

<b>Material and Resources Characteristics</b>	<b>Status</b>
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	Developing

available	
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.***

In conjunction with the established curriculum review cycle, materials and resources are purchased to support and enhance the curriculum revisions.

### **High School Level**

<b>Material and Resources Characteristics</b>	<b>Status</b>
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.***

In conjunction with the established curriculum review cycle, materials and resources are purchased to support and enhance the curriculum revisions.

### ***SAS Incorporation***

#### **Elementary Education-Primary Level**

<b>Standards</b>	<b>Status</b>
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
Common Core Standards: English Language Arts	Implemented in 50% or more of district classrooms
Common Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Implemented in 50% or more of district classrooms
Common 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
Early Childhood Education: Infant-Toddler&rarr;Second Grade	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

#### **Elementary Education-Intermediate Level**

<b>Standards</b>	<b>Status</b>
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
Common Core Standards: English Language Arts	Implemented in 50% or more of district classrooms
Common Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Implemented in 50% or more of district classrooms
Common 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

### 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
Common Core Standards: English Language Arts	Implemented in 50% or more of district classrooms
Common Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Implemented in 50% or more of district classrooms
Common 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

### 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
Common Core Standards: English Language Arts	Implemented in 50% or more of district classrooms
Common Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Implemented in 50% or more of district classrooms
Common 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

## Professional Education

### *Characteristics*

<b>District's Professional Education Characteristics</b>	<b>EEP</b>	<b>EEI</b>	<b>ML</b>	<b>HS</b>
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

<b>District's Professional Education Characteristics</b>	<b>EEP</b>	<b>EEI</b>	<b>ML</b>	<b>HS</b>
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.***

The district has outlined the specific roles and responsibilities for each position within the Curriculum, Instruction and Assessment department. These roles have been discussed with administrators and teachers. Teachers are encouraged to participate in a role that will help him/her grow and contribute to the school community. Opportunities to share the work and knowledge gained by these individuals is shared out with the entire staff during in-service or other large group venues.

Spring-Ford Area School District will focus on research-based best practices (including the work of Marzano, Fisher & Frey, Beers & Brobst) to ensure our teachers are learning, practicing, and mastering high leverage instructional strategies and tools. Book studies are a common approach used to share this information.

The vision of the Spring-Ford Area School District is to be educationally relevant, focused on student achievement and academic growth, and to place a priority on people. Our professional education plan reflects that vision in the emphasis placed on meeting specific needs of teachers and students, with its focus on research-based best practices, and the inclusion of data analysis as a tool to inform instruction. The specific professional learning plan is detailed below.

**Spring-Ford Area School District Office of Curriculum and Instruction**

**Goal:** Review and revise common assessments to reflect proper rigor and alignment with standards. An additional focus is curriculum clarity. Curriculum Facilitators will work with identified curriculum to review for curriculum clarity and identify areas of need to be addressed through curriculum review process. Curriculum Facilitators will share work and information gained with peers via email and meetings. Professional learning will occur at all Curriculum Facilitator meetings, and these teachers will have access to a multitude of resources.

**Instructional Coaches**

**Goal:** Through mentor coaching, instructional coaches will equip teachers with knowledge and skills necessary for success, with a focus on new PA Core Curriculum and Instructional Shifts. Through study of curriculum and classrooms, instructional coaches will learn identified curricula and brainstorm ideas for working as mentor coaches with these teachers (upcoming school years). Through sharing (email, faculty meetings, team meetings, etc.), instructional coaches will share ideas and strategies with identified teachers to promote discussion and trying of new methods to ensure greater student success. Particular attention is given to struggling students and intervention options to help reach all learners. Instructional Coaches will be engaged in book studies and professional learning opportunities in the district as well as around the state.

**Department Chairs (7-12)**

**Goal:** Department chairs will continue to develop their role as an instructional leader within their



department (7-12) and the school community. Department chairs will be engaged in book study and professional learning at monthly meetings. They, in turn, will be expected to include appropriate and strategic professional learning at each department meeting, including all grade levels they serve.

### **Instructional Administrators**

**Goal:** Instructional administrators support teachers and other administrators by providing opportunities to learn knowledge and skills needed to support best instructional methods in the classroom.

The goal of our professional learning time (in-service) is to provide the knowledge and skills necessary to incorporate best practice in the daily instruction of students to promote the greatest gains in student growth and achievement. This information/practice will be provided through modeling, collaboration and emphasis on immediate application of knowledge and skills gained.

Educational Specialists and Gifted teachers receive professional development appropriate to their work with students in the district. This is accomplished through training, support and in-service opportunities largely planned and executed by our Assistant Superintendent and Special Education Supervisors.

Data meetings are held in all buildings to analyze the most current student data with teachers to ensure all stakeholders are aware of strengths and needs. The data are used to improve instruction and target each learner to maximize each child's potential.

Open houses, parent/teacher conferences and other opportunities exist to keep parents informed and involved with their student's school and school community.

### ***Strategies Ensuring Fidelity***

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

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

An ongoing agenda item at our Instructional Leadership meetings is Professional Development. The district leadership places a strong value on professional development and seeks to work with building principals to utilize all opportunities to meet with and support staff as they identify needs and seek to meet them. Teachers and administrators are able to attend professional learning opportunities outside of the district to learn and share new information, tools, and strategies with stakeholders in our district. A district assessment calendar has been created with in-service or other meeting opportunities available to work with and analyze student performance on benchmark and standardized assessments.

The teacher leaders (instructional coaches, department chairs and curriculum facilitators) have professional learning embedded into meeting time and because of this learning, are able to help support their peers with instruction and intervention as needed on a daily basis. The scheduled meetings for professional learning (including in-service) time are well attended by district and building administration to ensure collaboration and a coherent and consistent message is shared with staff. Action plans and expectations (goals) are built into the documents utilized by department chairs, instructional coaches, curriculum facilitators and district level curriculum and Instruction leaders.

Walk-throughs and observations are a daily occurrence in all of the SFASD buildings. Administrators are well informed and know what they are "looking for" when observing. A more consistent walk-through form to yield better data and information for district level personnel is being developed. Spring-Ford is committed to ensuring that all teachers and staff have access to information and training that help them support the diverse needs of all students.

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

"Using disaggregated student data to determine educators' learning priorities" was not selected because disaggregated student data is not fully used yet. A data quality team was recently developed and appointed a data and reporting specialist to ensure this work will become part of our practice.

"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" was not selected because there is not such a tool in place. Teachers are often ask for feedback on the day of the professional development, but do not yet have a consistent plan to gather feedback and data to see how well the information/expectations are being carried out subsequent to the professional development. The walk-through form being developed will help validate the impact on changed teacher practice and other elements that indicate strong, consistent implementation.

"The LEA has a systemic process that is used to validate whether or not providers have the capacity to present quality professional development" was not selected because feedback is not systemic and/or consistently applied. SFASD leadership will look to create a common feedback form to evaluate all

professional learning opportunities and gauge the quality and impact of each. This form/process will allow for immediate feedback and follow up in the short and long term as well to assess the value of shared professional learning.

### *Induction Program*

- 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.

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

**Overview:** The Spring-Ford Area School District Induction Program is a comprehensive professional development offering. The three-year program encompasses a total of nine full-days of staff training. The Induction Program consists of ongoing instructional coaching to support the induction program content.

**Purpose of the Induction Program:** The hiring quality, effective teachers and professionals is the most important offering for SFASD students. The goal is to hire the best staff then support them in furthering their own professional skills so that both they and our students are well-served.

The purpose of the district's new teacher/professional Induction Program is to sustain the growth of teachers new to the District in their knowledge and practice of teaching and learning. This support is grounded in research-based practices that help to keep teachers and other professionals current in their profession and promote student achievement. The program recognizes that this profession is complex and demanding and calls for a number of years of study, consultation and reflective practice beyond college/university preparation.

### *Needs of Inductees*

- 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.
- Knowledge of successful research-based instructional models.
- Information collected from previous induction programs (e.g., program evaluations and second-year teacher interviews).

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

**Three-year Structured Induction Program:** Charlotte Danielson's *Framework for Teaching*, which is the foundation for Pennsylvania's new teacher evaluation process, is also the foundation for the required Induction program elements below.

Year	Course Topic	Books	Initial Course Hours	Follow-up Session Hours	Course Application Project	Structured Mentoring
1	Classroom/ Professional Environment	Why Didn't I Learn This in College? (2nd Ed.) <i>Rutherford (2009)</i>	New Professional Orientation	Four full-days sessions with coaching	Incorporated in Structured Mentoring	Required
2	Differentiated Instruction	Online Program (Moodle)	One hour after school Four 1.5 hour sessions.	Two half-day sessions In classroom support with Coach: 2/teacher	Posting of applications to online site.	Unstructured mentoring is optional
3	Personal Strengths and Connections	Strengths Finder 2.0 <i>Rath (2007)</i>	One hour after school	Two half-day sessions	Reflection and adaptation	Unstructured mentoring is optional
3	Essential Elements of Instruction	Teach Like A Champion <i>Lemov (2010)</i>	One hour after-school	Two half-day sessions with coaching	Effective Instructional Techniques and a Pathway to College & Career Readiness	Unstructured mentoring is optional

Through the three years of the total Induction Program, new staff are either participants or recipients of the items listed above, with the exception of the required portfolio.

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

Inductees are required throughout the course of the three-year induction program to provide written or performance-based responses to the information provided, but this information is not necessarily collated into an active portfolio.

***Mentor Characteristics***

- 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.

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

**Responsibilities & Expectations**

Mentors are committed to giving the following support

1. Join their protégé (mentee) at the Monday prior to the first district in-service days of the new school year during the New Professional Employee Orientation for 8:30 a.m.–12 p.m. or 12 – 3 p.m.
2. Help their protégé reinforce technology skills (Skyward, Grade book, MyLearningPlan, etc.).
3. Participate in at least one hour of mentor training based on Charlotte Danielson's Framework for Teaching that will be scheduled several times throughout the year (documented by a sign-in sheet). If they were not previously trained as a mentor, a one-hour mandatory initial training session would be scheduled in the near future.
4. Participate in two one-hour follow-up after-school sessions (one per semester). The sessions will be posted in MyLearningPlan.
5. Meet with the protégé to review school and district procedures and Danielson's Framework for Teaching or Specialists (Domains I, II and III).
6. Gather information and establish a focus area for protégé's improvement. Teacher focus areas will be based on Danielson's Framework for Teaching (Domains II and possibly III), including observing a protégé (mentors of Special Education protégés may establish focus areas on procedural priorities.) Non-teaching professional focus areas will be determined by the mentor.
7. Help their protégé schedule observations of other teachers' classrooms or visits with other professionals to gather information on identified focus areas.
8. Facilitating three cycles of pre-observation conference, observation, and post-observation conference.

9. Completion and submission of the following documents at the conclusion of the school year:  
Criteria for Completion of Mentor-Protege Process (signed by mentor, protégé and principal) and protégé's three-cycle professional growth summary.

### *Induction Program Timeline*

Topics	A - S e p	C - N o v	D - J a n	F - M a r	A - M a y	Jun-Jul
Code of Professional Practice and Conduct for Educators	X					
Assessments		X		X	X	
Best Instructional Practices		X	X	X	X	
Safe and Supportive Schools	X				X	
Standards		X		X	X	X
Curriculum				X	X	X
Instruction					X	X
Accommodations and Adaptations for diverse learners					X	X
Data informed decision making					X	X
Materials and Resources for Instruction						X

### *Monitoring Evaluating and Induction Program*

#### ***Identify the procedures for monitoring and evaluating the Induction program.***

Throughout the three-year Induction Program, multiple measures of evaluation of the program are used. Below is a sampling of means of monitoring and evaluation for each and all years of the program. Starting with Year 1 which includes structured mentoring up and through each training event culminating with an evaluation ticket for that event.

**Year 1:** In addition to all required meetings and trainings outlined in this plan thus far, all Inductees are required to complete various assignments both project-based and written. These are completed through both traditional and technology-based (i.e. surveys and blogged responses) means.

All mentors are required to complete several documents with their protégé, these documents includes:

**General Information Checklist:**

## SPRING-FORD AREA SCHOOL DISTRICT, NEW TEACHER MENTOR-PROTÉGÉ PROCESS

## INTRODUCTION, GUIDING LIST OF SCHOOL AND DISTRICT PROCEDURES

(The mentor reviews with the protégé the procedures listed below plus others as deemed appropriate.)

- All purpose room, auditorium and cafeteria procedures
- Classroom instructional materials
- Classroom supplies and equipment
- Duplication and lamination of materials
- Emergency response plan
- Fire drill procedures
- Grade recording and reporting to parents, including report cards, notice of unsatisfactory progress and marking period schedule
- Introduction to school personnel, including office, custodial, food service and others
- Lesson plan (written) requirement, including preparation for a substitute teacher
- Non-instructional duties, including bus, hall, lunch and playground supervision
- Non-instructional record keeping, including attendance, lunch count, student records, and other non-instructional deadlines
- Open House dates and expectations
- Parent/teacher conferences, including expectations, schedule and strategies for success
- Room clean-up expectations
- Standardized testing procedures and schedule
- Student and Parent Handbooks procedures for distribution and review with students
- Technology hardware and software programs and procedures
- Technology assistance

**Form 1 – Criteria for Completed Mentor Protege Process:**

SPRING-FORD AREA SCHOOL DISTRICT

NEW TEACHER/PROFESSIONAL MENTOR-PROTÉGÉ PROCESS

***Required – Form #1: Criteria for Completed Mentor- Protégé Process***

The following information is a record of the participation of \_\_\_\_\_

as a Protégé in the New Teacher/Professional Support Program of the Spring-Ford Area School District.

**PROTÉGÉ ACTIVITY   YES      NO      N/A      DATES**

## New Professional Orientation

1. Induction/Classroom/Professional Environment
2. Curriculum/Special Education Overview
3. District Orientation Program
4. Technology Training

### **Classroom Environment Course Follow-up**

5. Classroom Management/Questioning/Parent and Community
6. Classroom/Needs Assessments (Follow-up)/Engagement Activities/ Effective Classroom Instruction
7. Understanding by Design (UbD) Instructional Strategies
8. Brain-based Learning/Learning Styles/Reflection and Goal Setting

### **Mentor-Protégé Process**

9. Review of Form #1: *Criteria for Completed Mentor-Protégé Process*
10. Review of school and district procedures
11. Review of Charlotte Danielson's *Framework for Teaching*
12. Completion for one class of *Form #2: Protégé's Three-Cycle Professional Growth Summary* (only items Mentor deems appropriate)
13. Conversation on identified focus area
14. Gathering information on identified focus area
15. Required Protégé Observation #1 of other teacher
16. Cycle #1 Pre-observation Conference
17. Cycle #1 Observation
18. Cycle #1 Post-Observation Conference/Cycle #2 Pre-observation Conference
19. Required Protégé Observation #2 of other teacher
20. Cycle #2 Observation
21. Cycle #2 Post-Observation Conference/Cycle #3 Pre-observation Conference
22. Required Protégé Observation #3 of other teacher
23. Cycle #3 Observation
24. Cycle #3 Post-Observation Conference
25. Completion of *Form #2: Protégé's Three-Cycle Professional Growth Summary*

## **SIGNATURES ACKNOWLEDGING COMPLETION**

Protégé Date

Mentor Date

Principal Date



**Form 2 -Required Protege's Three-Cycle Professional Growth Summary Form:**

**SPRING-FORD AREA SCHOOL DISTRICT  
NEW PROFESSIONAL MENTOR-PROTÉGÉ PROCESS**

**Required - Form #2: Protégé's Three-Cycle Professional Growth Summary**

**Protégé:** \_\_\_\_\_ **Mentor:** \_\_\_\_\_

**School:** \_\_\_\_\_ **Grade/Subject:** \_\_\_\_\_

**Date:** \_\_\_\_\_

<b>Focus Area (s) Note Danielson's Domain, Component, Element(s) and Performance Level(s)*</b>	<b>Implemented Strategies</b>	<b>Evidence of Growth  (Example of change in teacher and/or student performance.)</b>
<b>Cycle One: Focus Area(s)</b>		
<b>Cycle Two: Focus Area(s)</b>		
<b>Cycle Three: Focus Area(s)</b>		

\*Special Education teachers may have focus areas not related to Charlotte Danielson's *Framework for Teaching*.

**Years 2 and 3:** In addition to all required meetings and trainings outlined in this plan thus far, all Inductees are required to complete various assignments both project-based and written. These are completed through both traditional and technology-based (i.e. surveys, Moodle Courses and blogged responses) means.

**Formal Documentation:** At the completion of each year of the three-year program, Inductees receive a signed certificate of completion for that current year. At the culmination of the entire three-year program, inductees are provided with a final (signed) certificate of completion, as well as a letter of completion.

### **Recording Process**

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

- 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 Administrator on the Application for Level 2 Certification.

## **Special Education**

### **Special Education Students**

Total students identified: 1,408

### **Identification Method**

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

Currently, SFASD uses the discrepancy model for identifying students as learning disabled.

### **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: <http://penndata.hbg.psu.edu/BSEReports>

The District has reviewed the Special Education Data Report for the 2013-2014 School Year and have identified the following areas as significantly disproportionate when compared to the state average.

1. Intellectual Disabilities( Mental Retardation) District- 2.6% State- 7.1%. The district has begun to review data associated with the identification of students with Intellectual Disabilities (ID). Supervisors of Special Education have had discussions with the school psychologists regarding evaluation procedures and criteria. Psychologists have protocols to follow if a student's Full Scale IQ score is below 70. Some other areas discussed are:
  - a. some students identified for special education services at a young age do not met the criteria for Intellectual Disabilities and psychologists being hesitant on labeling a young student with ID until they have more structured education and experiences; and

- b. Students who have ID as a secondary disability who are not reflected in the data (because the state and district data are reported based on primary disability).
2. Specific Learning Disability- District- 51.4% State- 45.4%- The district has been working over the past year on examining our learning support population. Data has been analyzed by school, disability type and type of support. Multiple meetings have been held with psychologists, principals, special education teachers, general education teachers and parents. The district has also established a Least Restrictive Environment (LRE) committee that has been specifically focusing on our Specific Learning Disability (SLD) population.

The District has a corrective Action plan in place and reports to PDE Bureau of Special Education on a yearly basis. The plan reflects that the District has created a Least Restrictive Environment (LRE) committee comprised of teachers, parents, administrators and community members. The committee has developed action plans to review LRE and disproportionate data at each building. Monthly enrollment reports are reviewed and data is generated for each environment. Activities to address increasing our percentage in the general education environment include:

- Activities including providing release time for teachers to observe other buildings where students are successfully included in the general education environment.
  - Partnering with MCIU for workshops, trainings and onsite consultations regarding curricular adaptations and modifications.
  - Reviewing students who need reevaluation to determine if a student can be exited from special education because they have met IEP goals and no longer need specially designed instruction.
  - Provided co-teaching workshops and have included common planning time for co-teachers.
  - Added homework club at the 5/6 center and have provided before and after school support.
  - Tutoring is provided during school to support inclusion in the general education environment.
  - Trainings for parents and teachers regarding modifications and accommodations.
- Book study for inclusion.

### *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?

**Child Find requirements for 1306 students at the facility:** The district identifies students which are thought to be exceptional in 1306 Placements through the Child Find process. This process occurs throughout the year and provides information regarding the evaluation and IEP process. Several mediums are used to notify the public of the child find process. Child Find notices appear in local

newspapers, displayed on the district website, included in student handbooks as well as information at the District Office regarding contact information for students who may need an evaluation to determine eligibility and a need for special education services. The district works closely with the Intermediate Units to ensure that they are informing the public about Child Find requirements through their own website and newspaper notifications on behalf of the district.

The district ensures that students are receiving a Free Appropriate Public Education (FAPE) in the least restrictive environment by starting the discussion at the IEP meeting of any needs for supplementary aids and services to be included in the general education environment. In addition, the District has co-taught classes in grades 5-12 which ensure that students are included in the general education environment with additional support. Students who attend the Western Montgomery Career and Technology Center and complete work experience within the community are being educated in the least restrictive environment.

Students who transfer into the District with an existing IEP participate in a meeting with the guidance counselor, special education teacher and/or principal and special education supervisor. Records are reviewed and the IEP is accepted and implemented immediately. A new IEP is written within 30 calendar days. The District works collaboratively with sending districts, agencies, parents and students to ensure that all information is received in a timely manner. The records may include Evaluation Reports (ER), health records, transcripts and any other pertinent information to ensure that the student receives services detailed in an IEP that is approved by the parent in the Least Restrictive environment.

Problems and barriers may exist when the records are incomplete, outdated or received at a later time. Another barrier may include records from another state where the services are different from state to state. Communication occurs immediately upon notification that a student has registered with an IEP with our District registrar and the sending district.

### ***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).***

If students are incarcerated and thought to be eligible for special education, the district works in conjunction with the local Intermediate Units through the Child Find process. The Montgomery County Intermediate Unit (MCIU) offers programs at the local youth detention center for students who are eligible for special education. If needed, the MCIU will provide complete psycho-educational evaluations or re-evaluations to determine a Free Appropriate Public Education program for the students who are served in the local youth detention center or prison.

The district also houses a probation officer at the secondary level. SFASD works closely with the probation officer to ensure that students are receiving appropriate special education services and that we are in communication with county agencies surrounding any updates or issues with students who are incarcerated. Information is provided to assistant principals, guidance counselors and special education supervisors. If a student is adjudicated in a setting outside of the Least Restrictive Environment, this information is shared with the schools. School personnel attend meetings ensure that the District is providing oversight to students who are incarcerated. Chester County Intermediate Units operate programs for students who are incarcerated and follows the same procedure and process.

### *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 IEP team develops present levels of educational performance, goals and objectives, and specially designed instruction to enable the student to make meaningful progress in the general education curriculum and setting to the maximum extent possible. Teams begin with the presumption that a student with a disability can access and meaningfully participate in the general education curriculum with supplementary aids and services. IEP teams discuss the full range of supplementary aids and services prior to recommending removal from the general education classroom. Supplementary aids and services include but are not limited to the following: modifications to curriculum and assessments, accommodations, assistive technology, positive behavior support plans, sensory breaks, etc.

If a student is exhibiting significant behavioral difficulty which is affecting their learning or the learning of others, the IEP team will complete a Functional Behavioral Assessment (FBA). An IEP team will develop a positive behavior support plan for a student whose behavior disrupts their learning or that of others when other behavioral interventions are unsuccessful. Additional interventions may include social skills instruction, counseling, or behavior specialist intervention or consultation. If an itinerant level of service is not providing the student with an opportunity to access his or her education, and

supplementary aids and services have been exhausted, a supplemental level of services may be provided to assist the student in learning the skills necessary to access his or her education. Prior to placing a student outside the district, supplemental level of service would be considered within the district.

All nonacademic and extracurricular activities are open to students with disabilities. Supplemental aids and services are provided to facilitate participation if deemed necessary by the IEP team. Peer mentors are often available during extra-curricular activities to increase social skills and to develop leadership of same-age peers. Accommodations, adaptations and modifications are made to such activities to facilitate participation, except, in the case of extracurricular activities, when such adaptations or modifications alter the fundamental nature of the activity (i.e. when a modification would require exemption from or alteration of an essential rule of interscholastic competition as defined by the PIAA).

The district has made advances towards providing intensive levels of support within the general education environment. These efforts include professional development to support co-teaching and differentiation through both the Intermediate Unit and PaTTAN, scheduling classes to allow for supports and an increase in special education staffing to support students in the general education environment. In addition, the district has made cohesive efforts to keep students in their home school setting by increasing the continuum of services within the district. In the last five years, the district has expanded its autistic support program, added a class for students with multiple disabilities, began an on-line credit recovery program, expanded work opportunities within the local community, expanded the emotional support program by adding additional teachers and hired a behavior specialist and additional social workers to support students in the home setting. Technology has also played a role in supporting students in the general education environment. The addition of laptop carts, iPads, utilization of Bookshare and Kurzweil software programs have assisted students in being independent in the general education setting.

The district has been implementing an action plan to improve the continuum of service provided with a focus on the itinerant service level. Each building has an action plan to increase services in the least restrictive environment of the general education classroom. The district continues to have a goal to include as many students as possible in our home schools. In addition, the monthly enrollment reports have been updated to include the itinerant numbers for each building. Each month, principals are asked to review their enrollment data and coordinate a focus on increasing itinerant populations.

SFASD's implementation of the Response to Instruction and Intervention initiative will assist us in maintaining more students in the general curriculum. In addition, the District explored and applied for the Project Max, a PaTTAN initiative designed to support and promote access to the PA Core for students with complex needs. The district received notification on April 15, 2014 that we have been selected to participate in this intensive professional development.

The district has met SPP targets for the number of students in full time placements and outside placements. The district has been striving to meet the SPP target for students at an itinerant level. An itinerant level of service is indicated when the student is included in general education for 80% or more of the school day. The district currently includes 60.6% of special education students at an itinerant levels, the SPP target is 65%. Students with specific learning disabilities are placed into supplemental and full time placements when the team decides the student needs replacement instruction to meet their IEP goals. All buildings are implementing specific action steps to increase the provision of supplementary aids and services within the general education classroom. Students with the disability category of emotional disturbance are placed into supplemental placements at a higher than state average rate. However, it should be noted that the small class size of the emotional support program within the student's home district allows for success and subsequently our full time placements are lower than the state average.

Students with intellectual disabilities are provided with replacement instruction in small group settings. All buildings are implementing specific action steps to increase the provision of supplementary aids and services within the general education classroom for students with intellectual disabilities. Over the past few years, SFASD has seen a slight increase in students educated in the general education environment at an itinerant level.

The following disability groups tend to have higher numbers of children who receive replacement instruction or placement in special classes and settings, or both: 1) children with intellectual disabilities; 2) children with moderate to severe autism; 3) children with moderate to severe multiple disabilities; 4) children with severe health impairments; 5) children with emotional disturbances that are seriously affected by the social, emotional, and environmental stimuli common to regular school environments; and 6) children with severe learning disabilities that do not demonstrate the expected rate of acquisition and retention of basic reading and math skills when exposed to evidence, research-based early reading and math instruction.

If it is necessary for a student to be placed in a more restrictive environment, communication with the outside placement is ongoing and collaborative to ensure the student is making meaningful progress and to ensure plans for transitioning the student back to the home district when it is appropriate. Currently, the district has 63 students placed outside the district. The percent of students placed out of the district (3.6%) is lower than the state average (5%) and meets the SPP target.

SFASD data clearly indicates that the itinerant level of service increases as the students move to higher grade levels. Students are also considered for exit from special education in increasing numbers as they meet their IEP goals and demonstrate independence from specially designed instruction and supports. This is part of a district wide effort to address our higher than state average identification of students in need of special education. Training for psychologists and revisions to child study team (CST) procedures has supported this effort.

The district was monitored by PDE in May 2014. Preliminary information indicates that the District will need to complete additional corrective actions related to Least Restrictive Environment. While we are still awaiting the final monitoring report, the District has begun to plan for professional development opportunities for teachers, administrators, parents, and other stakeholder groups to improve in this area.

### ***Behavior Support Services***

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

SFASD's policy regarding behavior supports has been updated to ensure it reflects language and procedures outlined in IDEA and State regulations. The Local Education Agency (LEA) representative is responsible for ensuring that the district's policy is implemented in compliance with IDEA and Chapter 14. Positive behavior support measures from the basis of our behavior support programs. Behavior support programs include a variety of techniques to develop and maintain skills that will enhance an individual student's opportunity for learning and self-fulfillment.

The types of intervention chosen for particular students are individualized and the least intrusive necessary. An emphasis is placed on teaching positive, age appropriate replacement or alternate behaviors. The district also has procedures in place to ensure that if and when passive restraint is necessary to ensure the safety of the students and or staff, that strict guidelines are followed to protect all parties involved. A team of staff in each building, and in each particularly relevant program are trained in Crisis Prevention Intervention (CPI) techniques to de-escalate aggressive behaviors, and these certifications are kept current.

The district has expanded its behavioral health services by contracting with a behavior specialist who provides training, consultation and direct intervention. To date, the behavior specialist, who is Applied Behavior Analysis (ABA) certified, has trained all paraprofessionals, special education teachers on writing positive behavior support plans, and psychologists on conducting Functional Behavioral Assessments.

The district has also expanded its behavioral and mental health services by adding an additional student support counselor to the existing two support counselors. These licensed social workers provide group and individual counseling to students with IEPs and students in crisis. A preventative approach is asserted with the district leadership when anxiety, anger and depression are impacting behaviors. Counseling, whether short or long term, are considered and implemented when these issues arise.



### *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.

If SFASD has difficulty ensuring Free and Appropriate Public Education (FAPE) for an individual student or a particular disability category, it can partner with surrounding districts, agencies, private academic schools, approved private schools, alternative schools, partial hospitalization programs or Intermediate Units for potential programming options for the student. A referral is made to any program with parent permission. An intake is scheduled to review progress, records, provide an overview of the program and to develop a new IEP. The parent and student visit the potential program with school district personnel involved as well. If a re-evaluation is needed, this is provided to access services and programs as quickly as possible. The district has opened a Multiple Disabilities Support (MDS) classroom so that students would be educated in their home school district. Additionally, the district hosts an Intermediate Unit Life Skills class and MDS class within the district so students can be educated within their home schools. The district has a behavior specialist on a contracted basis which is available for all K-12 schools and students. At every IEP meeting, emphasis is placed upon return to the Least Restrictive Environment. Lastly, co-teaching is available for students in grades 5-12.

The District utilizes an interagency approach to identify, locate and evaluate students with potential need for those hard to place students. The district partners with child serving agencies within the county including Children and Youth, Juvenile Probation and wrap-around agencies to ensure that all participants are at meetings to provide information for appropriate placements for all students. Interagency collaboration results in successful programming for students who are truant, family issues or need extensive support within the school setting and the home. Services may include wraparound support, counseling, training or referral to drug rehabilitation agencies. The district has successfully partnered with Lakeside Educational Network for four intervention counselors who serve as liaison with any outside agencies, therapists, or release from hospitalization programs. The Intervention counselors also provide direct individual and group counseling. In addition, the District operates its own BrainSteps program for those students with mild or traumatic brain injuries. The team provides supports to students, teachers and parents upon return to school after brain injuries. Consultation with outside medical providers ensure that students receive appropriate programming. Continued gaps for successful programming for students who are on the Autism Spectrum with severe behavior and/or medical needs exist. Limited openings are available at other placements either due to the age of the

student or openings within the program. However, programming exists for students on the Autism spectrum at every level. The difficulty is for students with more intense medical and behavioral needs in the Least Restrictive environment.

The district has considered expansion of programs for related services such as hearing and vision and providing them in the District instead of contracting someone from the IU.

### *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.***

#### **Strengths and Highlights**

**Administrative support:** The Special Education Program in the Spring-Ford Area School District has strong support from the Board of Directors, Superintendent and Assistant Superintendent of Schools. In addition, the support of the curriculum, technology and transportation departments assist with special education programs and services. The District has developed a full continuum of programs and resources to provide services for students with a wide range of disabilities within the least restrictive environment.

**Leadership:** The oversight of the special education program is coordinated through three special education supervisors for the elementary, middle and high school level. The special education supervisors work closely with the building administrative teams, guidance and the curriculum office. Building administrators structure the schedules so that students can be included to the maximum extent possible with appropriate support. In addition, building administrators work closely with staff schedules to ensure common planning time for co-teaching. Curriculum administrators work closely with school-based administrators to provide support for adaptations, modifications, and professional development. The supervisors of special education meet weekly with the assistant superintendent to discuss programs.

The strength of the special education leadership has been to articulate the delivery and purposeful planning of special education programs K -12 within the least restrictive environment. There is continual communication among all three supervisors regarding programs, interventions, and state updates which is shared with administrators, staff and parents. In addition, the special education supervisors attend meetings of the Right to Education Local Task Force in Montgomery County as well as county wide Special Education Administrator meetings and trainings at the Intermediate Unit and PaTTAN. One supervisor is the district liaison for the Task Force and updates district special education administrators on its' activities during county meetings.

**Child Find Awareness and Activities:** The district engages in Child Find activities throughout the

school year. This includes annual public notice regarding Spring-Ford's educational programs. The aforementioned notice appears in area newspapers, student handbooks, school calendar, district website, and postings in school buildings and the district office. This is in addition to the Annual Public Notice published by the Montgomery County Intermediate Unit. The District utilizes child study team processes in every building. Knowledgeable teachers in all areas help with early identification of students who require additional support. The Response to Instruction and Intervention has expanded to all elementary schools. Data meetings are implemented in each building on a regular basis to intervene for the students who are at risk in achievement.

**Early intervention:** Parents are invited to an annual evening workshop to explain the process of transitioning from early intervention to school age. At the transition meetings, parents have the opportunity to meet representatives from the child's home school and learn about the school district. The process allows for a smooth transition to school age for the parents and children. PaTTAN resources are provided to parents during the transition process to assist in understanding the changes from Early Intervention to school age services. District participation in an Early Intervention transition committee helps to streamline Early Intervention procedures across the county.

**Culture of Acceptance:** Staff and students at all levels have an awareness and understanding of students with a variety of disabilities which creates a supportive, welcoming and inclusive environment in each building. Students with disabilities participate in extra-curricular and after school activities at all levels. Members of a middle and high school club provide after school mentors and activities for students with disabilities. The buddy program is called RAM Buddies. Students are also invited to participate in a service and leadership club called the Friends in the Community. Supports are provided through after school homework clubs and teacher tutoring. Co-teaching and inclusive mindsets have increased the acceptance for all students.

**Student Achievement:** Buildings have put interventions in place that allow students to make significant gains in reading and math. (Reading support, Target time, Common Core remedial classes and study support classes). In addition, work study programs and the Future Planning Center at the high school provide guidance and support to students and families regarding post-secondary training and education.

AIMSWEB, a progress monitoring tool, has been expanded district wide to help students, teachers and parents see progress and set goals.

**Programs of Instruction:** A full continuum of programs is available to students in K-12 ranging from Itinerant to Full-Time programs with an emphasis on the Least Restrictive Environment in the home school. Direct instruction programs such as Reading Mastery, Decoding, Language for Learning, AMP Reading program, Saxon Math and Connecting Math are utilized to supplement the general education

curriculum. The co-teaching model is evident in grades 5<sup>th</sup> through 12<sup>th</sup> grade.

Additional programs of instruction and interventions include:

- Competent Learner model
- Wilson Reading
- Visualizing and Verbalizing program
- Social Skills

The District operates a five-week ESY program which operates in two of our schools. Academic instruction is conducted in the morning combined with afternoon programming for social skills, vocational skills, activities of daily living and community-based instruction. The use of flexible grouping allows each student to interact with a variety of peers. Bullying is addressed at all levels with a pro-social curriculum.

**Related services:** A wide variety of related services and supports are available for students and school personnel. Many of the related services are provided in the general classroom environment utilizing an integrated model of service. These services and supports include:

- Occupational therapy
- Physical therapy
- Speech and language
- School health services and school nurses
- Hearing Support services
- Vision Support services
- Orientation and Mobility
- Audiological consultation
- Counseling- individual and group
- Psychological services
- Behavior analysis services
- Behavior support services
- Vocational training
- Job coaches
- One-to-one instructional assistants
- Social worker
- Specialized transportation services
- Peer mentoring- RAM Buddies and Friends in the Community
- Social Skills group
- Friendship Club

**Secondary Transition:** The District supports work experiences for students in community businesses as well as IU programs located within and outside of the district. A transition consultant assists IEP

teams with placement, assessment and opportunities for students to gain employability skills and job training. The District has created a Spring-Ford Transitional Employment Program (S.T.E.P) to collaborate with work sites that offer training for students who are supported by district special education paraeducators. In addition, the District has partnered with the Western Montgomery Career and Technology Center and the Intermediate Unit to create a new vocational exploration program called- V.O.I.C.E.- Vocational Opportunities in Career Exploration. This program is a half-day program designed to acquaint students with vocational programs as well as employability skills including social interaction, task completion and teamwork.

The district has two Independent Living Centers – one at the 5/6/7 building and one at the 9th grade building. These centers are mini apartments which are set-up with a full kitchen, living room, bedroom, laundry, and office area. The centers are utilized by the supplemental and full time learning and autistic support classes at grades 5-12 and the full-time learning support classes at grades 5 to 12. The centers support the IEP goals for independent living skills in a more natural environment to reinforce the transfer of skills and to help with the transition to post-secondary life. In addition, community-based instruction is provided for students at all levels and it reinforces explicit instruction provided in the classroom focusing on social skills, money management and employability skills. In addition, there is a sensory room with pre-vocational activities and equipment located at the high school.

Transitions between multiple buildings are facilitated in a variety of ways. Teachers collaborate with each other in advance of the transition by sharing materials and adaptations. Parents are provided with orientations specific to special education. Students are provided with multiple visits depending on needs to the new building.

Community Based Instruction provides opportunities at the K-12 level for students to generalize skills from the classroom to community area stores, restaurants and other businesses. Skills that are reinforced during the instruction include: social skills, language, behavior and functional reading and math skills.

**Technology:** There are computer labs to accommodate full classrooms of students in all buildings. Teachers have access to Smart Boards, projectors, document cameras, television hook-ups and other technology tools to support instruction in the classroom. Each school has wireless capability.

In addition, various other technological devices include:

- Laptop carts
- iPads and apps including Proloquo2go
- SmartBoard technology
- Kurzweil software program
- Livescribe Pen
- Document cameras
- Dragon Naturally Speaking

- Bookshare and other audio version software
- Google Documents
- Chromebooks

Fusion pages on the district website include class assignments and resources. Quizlets and other review activities are regularly posted.

Skyward allows IEPs to be instantly available to parents and teachers. In addition, Spring City, a hybrid learning environment, is available at one of the elementary schools. Students at the high school also have available online courses for credit recovery.

**Assistive Technology:** The district has established teams in every building to address the assistive technology and service needs of students with disabilities through the Student, Environment, Tasks and Tools (SETT) process. District speech clinicians, supervisors of special education, occupational therapists as well as full-time learning support and autistic support teachers have been trained in the SETT process. In addition, the District works with the Montgomery County Intermediate Unit assistive technology center to provide additional support and training for SETT teams. Students are using speech-to-text and text-to-speech programs, FM systems, Kurzweil software, Bookshare audio books, switch devices and Livescribe Pens. In addition, the district partners with the Montgomery County Intermediate Unit for the Assistive Technology lending library.

**Parent Involvement and Support:** Parents are encouraged to actively participate in the evaluation, reevaluation and IEP process meetings. The District provides parent meetings (Special Channel) at regular intervals throughout the school year in which various speakers provide information and guidance for parents of children with special needs. Special Channel meeting dates are included on the district Facebook page and website. Notification is also provided through e-mail and flyers mailed to parents. Parents are included on the Board Curriculum/Special Education Committee, which gives them an opportunity for direct input. In addition, an autism network support parent group has been organized and supported by the district. Parent participation involves county wide events coordinated by the MCIU; district interagency council and the Local Task Force (a parent support group with a district representative on the board). PaTTAN resources available to parents. The district also assists families with accessing community resources and Medical Assistance. Parents have set up an educational fund and lead fundraisers that bring resources to the students in Spring-Ford (Ice for Autism). Lastly, open and continual communication occurs between staff, administration and parents as evidenced by committee participation to develop the Special Education Plan as part of the District's Comprehensive Plan.

**Career and Technology Education:** The district is one of three sending districts to the Western Montgomery Career and Technology Center (WMCTC). The program consists of half-day programming

at WMCTC and half-day school program at the high school. A monthly meeting occurs with the high school special education supervisor and the WMCTC. A special education teacher is assigned to communicate with the student success coordinators at the WMCTC regarding student progress.

The Western Center for Career and Technology Studies also hosts the Vocational Opportunities in Career Exploration (V.O.I.C.E.) program. It is a program that allows students with complex needs to explore various technical programs and gain experience with the soft skills of employment-interviewing, social interaction, and teamwork. The development of this program was a joint venture between the District, the Intermediate Unit and the WMCTC.

**Professional Development:** The district is proud of the variety of programs for teacher training and staff development. All professional staff is highly qualified. Staff meetings are held each month to update staff on any changes in procedures and to provide training on any issue of need. The curriculum and instruction department offers programs in all instructional areas including use of technology, the reading process, math strategies, etc. Special education teachers work collaboratively with general education staff to select materials and textbooks and to revise and rewrite curriculum. Examples of various training opportunities include: Foundations training; technology training; certifications in Wilson reading; Peer to peer trainings; Resiliency training; Nonviolent Crisis Intervention Training, Health and wellness fairs and a mentoring program for new staff. In addition, teachers are sent to other districts to observe models for new types of classes such as a Multi-disabilities class. Release time is provided for teachers to collaborate to enhance programs and to discuss individual student modifications.

**Community Involvement and Support:** The district continues to partner with community businesses to raise funds and community awareness regarding special education. The first events were held in 2007 and the funds raised that are available for special education teachers to add new programs and resources to their program. The A-TEAM parent group meets on a regular basis in the community and partners with the school district on local resource fairs and fundraising events. Lastly, the district partners with Special Olympics and attends events with other schools.

**Least Restrictive Environment:** At the forefront of every IEP team meeting, the discussion begins with the general education setting to determine if the student's needs can be met with supplementary aids and services. There has been a steady increase in the Itinerant population over the last 3 years. More students are being included in general education and continuing efforts emphasize the least restrictive environment.

**Teamwork, Collaboration and Communication:** During Evaluation/IEP meetings, representatives from a variety of disciplines work together in developing an appropriate program for each student. Supervisors, principals, counselors, related service providers, behavior specialist, parents and students provide support throughout the process. Students feel comfortable and supported throughout the IEP

process. Ongoing communication regarding student progress occurs throughout the school year. A variety of communication methods are in operation: Skylert messages for building level activities and district announcements, the Spring-Ford APP and the TV station.

**Staff Achievements and Recognition:** Several special education teachers have won awards indicating their level of expertise and commitment to the special education program. Two Special Education teachers have won Teacher of the Year Award through community agencies with one teacher receiving a \$5,000 cash stipend. Another teacher won the Voices of Inspiration Award through the sponsorship of the Intermediate Unit and the Freedom Valley Credit Union.



# Assurances

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## 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
- 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

Facility Name	Facility Type	Services Provided By	Student Count
Meridan Group Home	Nonresident	Spring-Ford Area High School	13

## Least Restrictive Environment Facilities

Facility Name	Type of Facility	Type of Service	Number of Students Placed
The Melmark School	Approved Private Schools	Multiple Disabilities	5
The Vanguard School	Approved Private Schools	Autism	4
The Academy	Other	Emotional Support	2
The Anderson School	Other	Emotional Support	6
Child and Career	Special Education	Multiple Disabilities	2



**Program Position #2***Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Brooke Elementary	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	9 to 10	1	0.09
Brooke Elementary	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	9 to 10	10	0.91

**Program Position #3***Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Brooke Elementary	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	7 to 10	4	0.31
Limerick Elementary	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	7 to 10	5	0.38
Upper Providence	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	7 to 10	4	0.31

**Program Position #4***Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Brooke Elementary	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	8 to 10	13	1

**Program Position #5**

*Operator: School District*  
**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Brooke Elementary	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	6 to 8	5	0.71
Brooke Elementary	An Elementary School Building	A building in which General Education programs are operated	Full-Time Special Education Class	Learning Support	6 to 8	2	0.29

**Program Position #6**

*Operator: School District*  
**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Brooke Elementary	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	8 to 9	1	0.2
Brooke Elementary	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	8 to 9	4	0.8

**Program Position #7**

*Operator: School District*  
**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Brooke Elementary	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	5 to 7	6	0.75
Brooke Elementary	An Elementary School Building	A building in which General Education programs are	Full-Time Special Education Class	Learning Support	5 to 7	2	0.25

		operated					
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**Program Position #8***Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Brooke Elementary	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	7 to 9	4	0.5
Brooke Elementary	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	7 to 9	4	0.5

**Program Position #9***Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Evans Elementary	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	5 to 10	27	1
Justification: This is a speech caseload. Students within groupings do not exceed three years.							

**Program Position #10***Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Evans Elementary	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	8 to 10	7	0.56
Evans Elementary	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Autistic Support	8 to 10	1	0.1
Evans Elementary	An Elementary	A building in which	Supplemental (Less Than 80%)	Learning Support	8 to 10	4	0.34

	School Building	General Education programs are operated	but More Than 20%)				
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**Program Position #11***Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Ecans Elementary	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Autistic Support	7 to 8	3	0.3
Evans Elementary	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	7 to 8	9	0.5
Evans Elementary	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	7 to 8	2	0.2

**Program Position #12***Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Evans Elementary	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	6 to 8	7	0.64
Evans Elementary	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	6 to 8	4	0.36

**Program Position #13***Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building	Support	Service	Age	Caseload	FTE
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		Type		Type	Range		
Limerick Elementary	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	6 to 8	1	0.14
Limerick Elementary	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	6 to 8	6	0.86

**Program Position #14***Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Evans Elementary	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	5 to 10	9	0.3
Justification: This is a speech caseload. Students within each group do not exceed three years.							
Limerick Elementary	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	5 to 10	21	0.7
Justification: This is a speech caseload. Students within the groups do not exceed the three year limit.							

**Program Position #15***Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Limerick Elementary	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Autistic Support	9 to 10	2	0.67
Limerick Elementary	An Elementary School Building	A building in which General Education programs are operated	Full-Time Special Education Class	Autistic Support	9 to 10	1	0.33

**Program Position #16**



*Operator: School District*  
**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Limerick Elementary	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Autistic Support	6 to 8	3	0.43
Limerick Elementary	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Autistic Support	6 to 8	4	0.57

**Program Position #17**

*Operator: School District*  
**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Limerick Elementary	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	8 to 10	1	0.05
Limerick Elementary	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	8 to 10	19	0.95

**Program Position #18**

*Operator: School District*  
**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Limerick Elementary	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Autistic Support	8 to 10	1	0.25
Limerick Elementary	An Elementary School Building	A building in which General Education programs are	Supplemental (Less Than 80% but More Than 20%)	Autistic Support	8 to 10	3	0.75

		operated					
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**Program Position #19***Operator:* School District**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Oaks Elementary	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	5 to 10	23	0.7
Justification: This is a speech caseload. Students within the groups do not exceed three years.							
Spring City Elementary	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Physical Support	5 to 10	10	0.3
Justification: This is a speech caseload. Students within groups do not exceed three years.							

**Program Position #20***Operator:* School District**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Oaks Elementary	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	9 to 11	11	0.79
Oaks Elementary	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	9 to 11	3	0.21

**Program Position #21***Operator:* School District**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Oaks Elementary	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	6 to 8	7	0.78
Oaks Elementary	An Elementary	A building in which	Supplemental (Less Than 80%)	Learning Support	6 to 8	2	0.22

	School Building	General Education programs are operated	but More Than 20%)				
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**Program Position #22***Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Oaks Elementary	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Autistic Support	8 to 9	1	0.11
Oaks Elementary	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	8 to 9	5	0.56
Oaks Elementary	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	8 to 9	3	0.33

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

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Royersford Elementary	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	5 to 10	37	1

Justification: This is a speech caseload. Students in the groups do not exceed three years.

**Program Position #24***Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Royersford Elementary	An Elementary School Building	A building in which General Education programs	Itinerant	Learning Support	8 to 9	10	0.83

		are operated					
Royersford Elementary	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	8 to 9	2	0.17

**Program Position #25***Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Royersford Elementary	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Autistic Support	9 to 10	1	0.07
Royersford Elementary	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	9 to 10	4	0.29
Royersford Elementary	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	9 to 10	9	0.64

**Program Position #26***Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Royersford Elementary	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Autistic Support	6 to 8	2	0.18
Royersford Elementary	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	6 to 8	7	0.64
Royersford Elementary	An Elementary	A building in which	Supplemental (Less Than 80%)	Learning Support	6 to 8	2	0.18

	School Building	General Education programs are operated	but More Than 20%)				
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**Program Position #27***Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Spring City Elementary	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	6 to 10	2	0.22
Justification: This is a learning support teacher in a very small school. Her grades span Kindergarten through fourth grade, but she does not have students in her classroom at the same time over a three year grade span.							
Spring City Elementary	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	6 to 10	7	0.78
Justification: This is a learning support teacher in a very small school. Her grades span Kindergarten through fourth grade, but she does not have students in her classroom at the same time over a three year grade span.							

**Program Position #28***Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Upper Providence Elementary	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Emotional Support	7 to 9	1	0.14
Upper Providence Elementary	An Elementary School Building	A building in which General Education programs are operated	Full-Time Special Education Class	Emotional Support	7 to 9	6	0.86

**Program Position #29 - Proposed Program***Operator: School District***PROPOSED PROGRAM INFORMATION***Type: Class and Position**Implementation Date: August 26, 2013**Average square feet in regular classrooms: 670 sq. ft.**Square footage of this classroom: 672 sq. ft. (28 feet long x 24 feet wide)***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Upper Providence Elementary	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Emotional Support	5 to 6	1	0.17
Upper Providence Elementary	An Elementary School Building	A building in which General Education programs are operated	Full-Time Special Education Class	Emotional Support	5 to 6	5	0.83

**Program Position #30***Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Upper Providence Elementary	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	5 to 10	16	1
Justification: This is a speech caseload. Students within groups do not exceed the three year limit.							

**Program Position #31***Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Upper Providence Elementary	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Autistic Support	8 to 9	6	1

**Program Position #32***Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Upper Providence Elementary	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Autistic Support	6 to 8	4	0.57

Upper Providence Elementary	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Autistic Support	6 to 8	3	0.43
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**Program Position #33***Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Upper Providence Elementary	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	7 to 9	3	0.21
Upper Providence Elementary	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	7 to 9	11	0.79

**Program Position #34***Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Upper Providence Elementary	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Emotional Support	7 to 10	9	0.82
Upper Providence Elementary	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Emotional Support	7 to 10	2	0.18

**Program Position #35***Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Upper Providence	An	A building in	Itinerant	Learning	9 to 10	1	0.09

Elementary	Elementary School Building	which General Education programs are operated		Support			
Upper Providence Elementary	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	9 to 10	10	0.91

**Program Position #36***Operator:* School District**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Upper Providence Elementary	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	8 to 10	3	0.2
Upper Providence Elementary	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	8 to 10	12	0.8

**Program Position #37***Operator:* School District**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Upper Providence Elementary	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	6 to 8	7	1

**Program Position #38***Operator:* School District**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Intermediate School	A Middle School Building	A building in which General Education programs are operated	Itinerant	Autistic Support	10 to 11	3	1



**Program Position #39***Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Intermediate School	A Middle School Building	A building in which General Education programs are operated	Itinerant	Learning Support	11 to 12	11	1

**Program Position #40***Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Intermediate School	A Middle School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	10 to 11	6	0.75
Intermediate School	A Middle School Building	A building in which General Education programs are operated	Full-Time Special Education Class	Learning Support	10 to 11	2	0.25

**Program Position #41***Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Intermediate School	A Middle School Building	A building in which General Education programs are operated	Itinerant	Learning Support	11 to 12	9	0.82
Intermediate School	A Middle School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	11 to 12	2	0.18

**Program Position #42***Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Intermediate School	A Middle School	A building in which General	Itinerant	Emotional Support	10 to 11	1	0.08

	Building	Education programs are operated					
Intermediate School	A Middle School Building	A building in which General Education programs are operated	Itinerant	Learning Support	10 to 11	9	0.69
Intermediate School	A Middle School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	10 to 11	3	0.23

**Program Position #43***Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Intermediate School	A Middle School Building	A building in which General Education programs are operated	Itinerant	Learning Support	10 to 11	7	0.64
Intermediate School	A Middle School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	10 to 11	4	0.36

**Program Position #44***Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Intermediate School	A Middle School Building	A building in which General Education programs are operated	Itinerant	Learning Support	10 to 11	5	0.45
Intermediate School	A Middle School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	10 to 11	6	0.55

**Program Position #45***Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
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Intermediate School	A Middle School Building	A building in which General Education programs are operated	Itinerant	Learning Support	11 to 12	3	0.25
Intermediate School	A Middle School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	11 to 12	9	0.75

**Program Position #46***Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Intermediate School	A Middle School Building	A building in which General Education programs are operated	Itinerant	Autistic Support	11 to 12	4	0.5
Intermeidate School	A Middle School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Autistic Support	11 to 12	4	0.5

**Program Position #47***Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Intermediate School	A Middle School Building	A building in which General Education programs are operated	Itinerant	Learning Support	11 to 12	7	0.64
Intermediate School	A Middle School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	11 to 12	4	0.36

**Program Position #48***Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Intermediate School	A Middle School Building	A building in which General Education	Itinerant	Autistic Support	10 to 11	2	0.15

		programs are operated					
Intermediate School	A Middle School Building	A building in which General Education programs are operated	Itinerant	Learning Support	10 to 11	7	0.54
Intermediate School	A Middle School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	10 to 11	4	0.31

**Program Position #49***Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Intermediate School	A Middle School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	10 to 12	13	1

**Program Position #50***Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Intermediate School	A Middle School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	10 to 15	9	0.9
Justification: This is a speech caseload. Groups of students do not exceed three years.							
7th Grade Center	A Middle School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	10 to 15	1	0.1
Justification: This is a speech caseload. Groups of students do not exceed three years.							

**Program Position #51***Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Intermediate School	A Middle School Building	A building in which General Education programs are	Itinerant	Learning Support	10 to 11	12	0.92

		operated					
Intermediate School	A Middle School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	10 to 11	1	0.08

**Program Position #52***Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Intermediate School	A Middle School Building	A building in which General Education programs are operated	Itinerant	Learning Support	11 to 12	3	0.27
Intermediate School	A Middle School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	11 to 12	8	0.73

**Program Position #53***Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Intermediate School	A Middle School Building	A building in which General Education programs are operated	Itinerant	Learning Support	10 to 11	1	0.08
Intermediate School	A Middle School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	10 to 11	11	0.92

**Program Position #54***Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Intermediate School	A Middle School Building	A building in which General Education programs are operated	Full-Time Special Education Class	Multiple Disabilities Support	11 to 13	4	1

**Program Position #55**

*Operator: School District*  
**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Intermediate School	A Middle School Building	A building in which General Education programs are operated	Itinerant	Learning Support	11 to 12	9	0.9
Intermediate School	A Middle School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	11 to 12	1	0.1

**Program Position #56**

*Operator: School District*  
**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Intermediate School	A Middle School Building	A building in which General Education programs are operated	Itinerant	Emotional Support	10 to 12	6	0.6
Intermediate School	A Middle School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Emotional Support	10 to 12	4	0.4

**Program Position #57**

*Operator: School District*  
**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Intermediate School	A Middle School Building	A building in which General Education programs are operated	Itinerant	Emotional Support	11 to 12	1	0.17
Intermediate School	A Middle School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Emotional Support	11 to 12	5	0.83

**Program Position #58**

*Operator: School District*  
**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service	Age	Caseload	FTE
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				Type	Range		
Intermediate School	A Middle School Building	A building in which General Education programs are operated	Full-Time Special Education Class	Autistic Support	11 to 13	6	1

**Program Position #59***Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Intermediate School	A Middle School Building	A building in which General Education programs are operated	Itinerant	Learning Support	11 to 12	2	0.2
Intermediate School	A Middle School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	11 to 12	8	0.8

**Program Position #60***Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Intermediate School	A Middle School Building	A building in which General Education programs are operated	Itinerant	Autistic Support	10 to 11	2	0.25
Intermediate School	A Middle School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Autistic Support	10 to 11	5	0.63
Intermediate School	A Middle School Building	A building in which General Education programs are operated	Full-Time Special Education Class	Autistic Support	10 to 11	1	0.12

**Program Position #61***Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
7th Grade Center	A Middle School	A building in which General	Itinerant	Learning Support	12 to 13	10	0.91

	Building	Education programs are operated					
7th Grade Center	A Middle School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	12 to 13	1	0.09

**Program Position #62***Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
7th Grade Center	A Middle School Building	A building in which General Education programs are operated	Itinerant	Learning Support	12 to 13	11	1

**Program Position #63***Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
7th Grade Center	A Middle School Building	A building in which General Education programs are operated	Itinerant	Learning Support	12 to 13	12	1

**Program Position #64***Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
7th Grade Center	A Middle School Building	A building in which General Education programs are operated	Itinerant	Emotional Support	12 to 13	1	0.08
7th Grade Center	A Middle School Building	A building in which General Education programs are operated	Itinerant	Learning Support	12 to 13	7	0.54
7th Grade Center	A Middle School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	12 to 13	5	0.38

**Program Position #65**



*Operator: School District*  
**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
7th Grade Center	A Middle School Building	A building in which General Education programs are operated	Itinerant	Learning Support	12 to 13	6	0.46
7th Grade Center	A Middle School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	12 to 13	7	0.54

**Program Position #66**

*Operator: School District*  
**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
7th Grade Center	A Middle School Building	A building in which General Education programs are operated	Itinerant	Emotional Support	12 to 14	2	0.2
7th Grade Center	A Middle School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Emotional Support	12 to 14	8	0.8

**Program Position #67**

*Operator: School District*  
**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
7th Grade Center	A Middle School Building	A building in which General Education programs are operated	Itinerant	Learning Support	12 to 13	12	0.92
7th Grade Center	A Middle School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	12 to 13	1	0.08

**Program Position #68**

*Operator: School District*  
**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service	Age	Caseload	FTE
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				Type	Range		
7th Grade Center	A Middle School Building	A building in which General Education programs are operated	Itinerant	Learning Support	12 to 14	14	1

**Program Position #69***Operator:* School District**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
7th Grade Center	A Middle School Building	A building in which General Education programs are operated	Itinerant	Autistic Support	12 to 14	3	0.38
7th Grade Center	A Middle School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Autistic Support	12 to 14	4	0.5
7th Grade Center	A Middle School Building	A building in which General Education programs are operated	Itinerant	Learning Support	12 to 14	1	0.12

**Program Position #70***Operator:* School District**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
7th Grade Center	A Middle School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	12 to 13	3	0.5
7th Grade Center	A Middle School Building	A building in which General Education programs are operated	Full-Time Special Education Class	Learning Support	12 to 13	3	0.5

**Program Position #71***Operator:* School District**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
8th Grade Center	A Middle School Building	A building in which General Education	Itinerant	Learning Support	13 to 14	6	0.43

		programs are operated					
8th Grade Center	A Middle School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	13 to 14	8	0.57

**Program Position #72***Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
8th Grade Center	A Middle School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	14 to 15	2	0.4
Senior High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	14 to 15	3	0.6

**Program Position #73***Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
8th Grade Center	A Middle School Building	A building in which General Education programs are operated	Itinerant	Learning Support	13 to 14	11	0.73
8th Grade Center	A Middle School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	13 to 14	4	0.27

**Program Position #74***Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
8th Grade Center	A Middle School Building	A building in which General Education programs are operated	Itinerant	Learning Support	13 to 15	10	0.67
8th Grade Center	A Middle	A building in	Supplemental	Learning	13 to	5	0.33

	School Building	which General Education programs are operated	(Less Than 80% but More Than 20%)	Support	15		
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**Program Position #75***Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
8th Grade Center	A Middle School Building	A building in which General Education programs are operated	Itinerant	Learning Support	13 to 14	13	1

**Program Position #76***Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
8th Grade Center	A Middle School Building	A building in which General Education programs are operated	Itinerant	Autistic Support	13 to 14	2	0.33
8th Grade Center	A Middle School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Autistic Support	13 to 14	4	0.67

**Program Position #77***Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
8th Grade Center	A Middle School Building	A building in which General Education programs are operated	Itinerant	Learning Support	13 to 14	10	0.71
8th Grade Center	A Middle School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	13 to 14	4	0.29

**Program Position #78***Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
8th Grade Center	A Middle School Building	A building in which General Education programs are operated	Itinerant	Emotional Support	13 to 14	1	0.06
8th Grade Center	A Middle School Building	A building in which General Education programs are operated	Itinerant	Learning Support	13 to 14	15	0.94

**Program Position #79***Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
8th Grade Center	A Middle School Building	A building in which General Education programs are operated	Itinerant	Emotional Support	13 to 14	9	0.75
8th Grade Center	A Middle School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Emotional Support	13 to 14	3	0.25

**Program Position #80***Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
8th Grade Center	A Middle School Building	A building in which General Education programs are operated	Itinerant	Learning Support	13 to 14	16	1

**Program Position #81***Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Senior High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	15 to 19	4	0.36
Senior High School	A Senior High School Building	A building in which General Education programs are	Supplemental (Less Than 80% but More Than 20%)	Learning Support	15 to 19	7	0.58

		operated					
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**Program Position #82***Operator: School District***PROGRAM SEGMENTS**

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

**Program Position #83***Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Senior High School	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	16 to 19	6	0.6
Senior High School	A Senior High School Building	A building in which General Education programs are operated	Full-Time Special Education Class	Learning Support	16 to 19	4	0.4

**Program Position #84***Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Senior High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	14 to 15	7	0.7
Senior High School	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 15	3	0.3

**Program Position #85***Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Senior High School	A Senior	A building in	Itinerant	Learning	15 to	6	0.46

	High School Building	which General Education programs are operated		Support	19		
Senior High School	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	15 to 19	7	0.54

**Program Position #86***Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Senior High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	14 to 15	7	0.7
Senior High School	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 15	3	0.3

**Program Position #87***Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Senior High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	15 to 18	9	0.53
Senior High School	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	15 to 18	8	0.47

**Program Position #88***Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Senior High School	A Senior High School Building	A building in which General Education	Itinerant	Emotional Support	14 to 15	7	0.54

		programs are operated					
Senior High School	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Emotional Support	14 to 15	6	0.46

**Program Position #89***Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Senior High School	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 16	4	0.8
Senior High School	A Senior High School Building	A building in which General Education programs are operated	Full-Time Special Education Class	Learning Support	14 to 16	1	0.2

**Program Position #90***Operator: School District***PROGRAM SEGMENTS**

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

**Program Position #91***Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Senior High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	16 to 19	1	0.07
Senior High School	A Senior High School Building	A building in which General Education programs are	Itinerant	Emotional Support	16 to 19	4	0.29



		operated					
Senior High School	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	16 to 19	7	0.5
Senior High School	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Emotional Support	16 to 19	2	0.14

**Program Position #92***Operator:* School District**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Senior High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	15 to 18	10	0.77
Senior High School	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	15 to 18	3	0.23

**Program Position #93***Operator:* School District**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Senior High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	15 to 18	2	0.25
Senior High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Emotional Support	15 to 18	4	0.5
Senior High School	A Senior High School Building	A building in which General Education	Supplemental (Less Than 80% but More Than 20%)	Emotional Support	15 to 18	2	0.25

		programs are operated					
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**Program Position #94***Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Senior High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	16 to 18	9	0.64
Senior High School	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	16 to 18	5	0.36

**Program Position #95***Operator: School District***PROGRAM SEGMENTS**

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

**Program Position #96***Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Senior High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Emotional Support	14 to 15	1	0.2
Senior High School	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Emotional Support	14 to 15	3	0.6
Senior High School	A Senior High School Building	A building in which General Education programs are	Itinerant	Learning Support	14 to 15	1	0.2

		operated					
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**Program Position #97***Operator:* School District**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Senior High School	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	15 to 21	7	0.78

Justification: This is a full time Learning support program. 2 students are attending until 21 and are on work study programs. the students within the classroom do not exceed the 4 year grade span.

Senior High School	A Senior High School Building	A building in which General Education programs are operated	Full-Time Special Education Class	Learning Support	15 to 21	2	0.22
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Justification: This is a full time Learning support program. 2 students are attending until 21 and are on work study programs. the students within the classroom do not exceed the 4 year grade span.

**Program Position #98***Operator:* School District**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Senior High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	17 to 18	4	0.8
Senior High School	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	17 to 18	1	0.2

**Program Position #99***Operator:* School District**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Senior High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	15 to 19	11	0.73
Senior High School	A Senior High School	A building in which General Education	Supplemental (Less Than 80% but More Than	Learning Support	15 to 19	4	0.27

	Building	programs are operated	20%)				
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**Program Position #100***Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Senior High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	14 to 15	10	0.71
Senior High School	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 15	4	0.29

**Program Position #101***Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Senior High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	14 to 17	20	0.91
Senior High School	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 17	2	0.09

**Program Position #102***Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Senior High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	16 to 18	11	0.79
Senior High School	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	16 to 18	3	0.21

**Program Position #103***Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Senior High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	15 to 18	8	0.57
Senior High School	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	15 to 18	6	0.43

**Program Position #104***Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Senior High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	15 to 17	9	0.56
Senior High School	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	15 to 17	7	0.44

**Program Position #105***Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Senior High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	15 to 17	15	0.94
Senior High School	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	15 to 17	1	0.06

**Program Position #106***Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Senior High School	A Senior High School Building	A building in which General Education programs are operated	Full-Time Special Education Class	Autistic Support	15 to 18	5	1

**Program Position #107***Operator: School District***PROGRAM SEGMENTS**

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

**Program Position #108***Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Senior High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	15 to 18	6	0.5
Senior High School	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	15 to 18	6	0.5

**Program Position #109***Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Senior High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	15 to 18	8	0.62
Senior High School	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	15 to 18	5	0.38

**Program Position #110**

*Operator: School District*  
**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Senior High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	15 to 18	6	0.4
Senior High School	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	15 to 18	9	0.6

**Program Position #111**

*Operator: School District*  
**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Senior High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	15 to 19	9	0.64
Senior High School	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	15 to 19	5	0.36

**Program Position #112**

*Operator: School District*  
**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Senior High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	15 to 15	3	0.5

**Program Position #113**

*Operator: School District*  
**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Senior High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	15 to 18	12	0.92

Senior High School	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	15 to 18	1	0.08
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**Program Position #114***Operator:* Intermediate Unit**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
The Anderson School	A Junior/Senior High School Building	A building in which General Education programs are operated	Full-Time Special Education Class	Emotional Support	12 to 16	8	1

**Program Position #115***Operator:* Intermediate Unit**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
The Anderson School	A Junior/Senior High School Building	A building in which General Education programs are operated	Full-Time Special Education Class	Emotional Support	15 to 18	7	1

**Program Position #116***Operator:* Intermediate Unit**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
The Anderson School	A Junior/Senior High School Building	A building in which General Education programs are operated	Full-Time Special Education Class	Emotional Support	16 to 19	11	1

**Program Position #117***Operator:* Intermediate Unit**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Jarrettown Elementary	An Elementary School	A building in which General Education	Full-Time Special Education	Emotional Support	6 to 8	5	1



	Building	programs are operated	Class				
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**Program Position #118***Operator:* Intermediate Unit**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Upper Perkiomen High School	A Senior High School Building	A building in which General Education programs are operated	Full-Time Special Education Class	Multiple Disabilities Support	12 to 17	4	1

Justification: This is a low incidence classroom operating for the county. The age range is appropriate for the students.

**Program Position #119***Operator:* Intermediate Unit**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Evans Elementary	An Elementary School Building	A building in which General Education programs are operated	Full-Time Special Education Class	Life Skills Support	8 to 11	3	1

**Program Position #120***Operator:* Intermediate Unit**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Brooke Elementary	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Deaf and Hearing Impaired Support	8 to 10	2	0.16
Limerick Elementary	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Deaf and Hearing Impaired Support	9 to 9	1	0.05
Royersford Elementary	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Deaf and Hearing Impaired Support	7 to 10	4	0.12
7th Grade Center	A Middle School Building	A building in which General Education programs are	Itinerant	Deaf and Hearing Impaired Support	13 to 13	1	0.04

		operated					
Intermediate School	A Middle School Building	A building in which General Education programs are operated	Itinerant	Deaf and Hearing Impaired Support	11 to 13	5	0.11

**Program Position #121***Operator:* Intermediate Unit**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Senior High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Deaf and Hearing Impaired Support	15 to 17	2	0.05

**Program Position #122***Operator:* Intermediate Unit**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Royersford Elementary	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Blind or Visually Impaired Support	7 to 7	1	0.01
Senior High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Blind or Visually Impaired Support	16 to 16	1	0.01

**Program Position #123***Operator:* Intermediate Unit**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Bucks County IU	A Senior High School Building	A special education Center in which no general education programs are operated	Full-Time Special Education Class	Multiple Disabilities Support	18 to 21	7	1

**Program Position #124***Operator:* Intermediate Unit**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Child and Career Development Center (CCIU)	A Junior/Senior High School Building	A special education Center in which no general education programs are operated	Full-Time Special Education Class	Learning Support	15 to 19	11	1

**Program Position #125***Operator:* Intermediate Unit**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Child and Career Development Center (CCIU)	A Junior/Senior High School Building	A special education Center in which no general education programs are operated	Full-Time Special Education Class	Learning Support	16 to 20	8	1

**Program Position #126***Operator:* Intermediate Unit**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Child and Career Development Center (CCIU)	A Junior/Senior High School Building	A special education Center in which no general education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Emotional Support	13 to 15	10	1

**Program Position #127***Operator:* Intermediate Unit**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Child and Career Development Center (CCIU)	A Middle School Building	A special education Center in which no general education programs are	Full-Time Special Education Class	Learning Support	12 to 13	8	1

		operated					
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**Program Position #128***Operator:* Outside Contractor for the School District**PROGRAM SEGMENTS**

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

**Program Position #129***Operator:* Outside Contractor for the School District**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Vantage Academy-Upper Merion	A Junior/Senior High School Building	A building in which General Education programs are operated	Itinerant	Emotional Support	18 to 18	10	1

**Program Position #130***Operator:* Outside Contractor for the School District**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Lakeside Vantage-Lower Merion	A Junior/Senior High School Building	A building in which General Education programs are operated	Itinerant	Emotional Support	15 to 18	10	1

**Special Education Support Services**

Support Service	Location	Teacher FTE
Supervisor of Special Education K-4	Upper Providence Elementary	1
Supervisor of Special Education 5-8	7th Grade Center	1
Supervisor of Special Education 9-12	Senior High School	1
Psychologist	Brooke Elementary	0.7
Psychologist	Evans Elementary	1
Psychologist	Limerick Elementary	0.6
Psychologist	Oaks Elementary	0.7

Psychologist	Royersford Elementary and Spring City Elementary	1
Psychologist	Upper Providence Elementary	1
Psychologist	Intermediate School	1
Psychologist	7th Grade Center and 8th Grade Center	1
Psychologist	Senior High School	1
Instructional Assistants	Brooke Elementary	12
Instructional Assistants	Evans Elementary	6.5
Instructional Assistants	Limerick Elementary	9
Instructional Assistants	Oaks Elementary	5
Instructional Assistants	Royersford Elementary and Spring City Elementary	4.5
Instructional Assistants	Spring City Elementary	1.5
Instructional Assistants	Upper Providence Elementary	16.5
Instructional Assistants	Intermediate School	19
Instructional Assistants	7th Grade Center	8
Instructional Assistants	8th Grade Center	6
Instructional Assistants	Senior High School	22
Social Worker	All Schools	1

### Special Education Contracted Services

Special Education Contracted Services	Operator	Amt of Time per Week
Behavior Specialist	Outside Contractor	5 Days
Occupational Therapist	Outside Contractor	25 Days
Physical Therapy	Outside Contractor	10 Days
Social Worker/Student Support Counselor	Outside Contractor	15 Days
Psychiatrist	Outside Contractor	1 Hours
transition consultant	Outside Contractor	4 Days
Interpreter services (DHCC)	Outside Contractor	1 Hours
Music Therapist	Outside Contractor	3 Hours
Psychologist	Outside Contractor	3 Days

# Needs Assessment

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## 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:

This question has not been answered.

## District Accomplishments

### Accomplishment #1:

The Spring-Ford Area School District has been able to maintain high levels of student achievement while functioning in a fiscally responsible manner. Additionally, students have demonstrated high levels of achievement and academic growth as measured by PVAAS, Advanced Placement (AP) exams, SAT/ACT, and state assessment scores.

### Accomplishment #2:

There is a very strong sense of pride from students, parents, staff, and community, to be part of the Spring-Ford Area School District. The community and families within the district are very supportive of the district's instructional programming.

### Accomplishment #3:

The Spring-Ford Area School District maintains a focus on educating the entire child by providing a rigorous curriculum for all students and supporting all levels of academic need, while simultaneously supporting a strong creative and fine arts program. In addition, co-curricular, extra-curricular and athletic programs are also strongly supported.

### Accomplishment #4:

The Spring-Ford Area School District has been recognized on both the state and national levels for academic excellence. In 2013, the 8th Grade Center was named a *National Blue Ribbon School*. In addition, the Spring-Ford Area Senior High School was named as one of the top 500 high schools in the country in 2014 by *Newsweek Magazine*, as well as being named to the *AP Honor Roll* for 2012 and 2014. And finally, in 2014, Brooke Elementary, Limerick Elementary, Royersford Elementary, 5th/6th Grade Center, 7th Grade Center, 8th Grade Center, and 9th Grade Center, were named as recipients of the *Governor's Award for Excellence* by the Commonwealth of Pennsylvania.

## District Concerns

### Concern #1:

Further expand our program for language and literacy acquisition for all learners through the use of the Response to Instruction and Intervention (RtII) model and other research-based instructional frameworks.

### Concern #2:

Increase student and staff access to state-of-the-art instructional technologies and 21st Century Learning Environments with the goal of modernizing our current educational practices.

### Concern #3:

To continue to meet the needs of all learners, while prudently managing resources in a time of financial uncertainty.

## Prioritized Systemic Challenges

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

**Aligned Concerns:** Further expand our program for language and literacy acquisition for all learners through the use of the Response to Instruction and Intervention (RtII) model and other research-based instructional frameworks.

**Systemic Challenge #2** (*System #4*) Establish a district system that fully ensures high quality curricular assets (e.g. model curricula, learning progressions, units, lesson plans, and content resources) aligned with state standards and fully accessible to teachers and students.

**Aligned Concerns:** Further expand our program for language and literacy acquisition for all learners through the use of the Response to Instruction and Intervention (RtII) model and other research-based instructional frameworks.

Increase student and staff access to state-of-the-art instructional technologies and 21st Century Learning Environments with the goal of modernizing our current educational practices.

**Systemic Challenge #3** (*System #13*) Establish a system that fully ensures the district's resources effectively address instructional priorities aligned with the district's vision and mission and fully ensures that the expenditure and accounting of funds meets all legal and ethical requirements within the parameters of generally accepted accounting practices.

**Aligned Concerns:** To continue to meet the needs of all learners, while prudently managing resources in a time of financial uncertainty.

# District Level Plan

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## Action Plans

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

### Related Challenges:

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

### Indicators of Effectiveness:

Type: Interim

Data Source: Curriculum-based measures, Benchmark Assessments, Formative & Summative Assessments

Specific Targets: Meeting or exceeding all achievement and growth level measurements

## Strategies:

### *Common Assessment within Grade/Subject*

**Description:** WWC reports the effective use of data can have a positive impact upon student achievement; using common assessments to inform teacher practice is one such use of data. (Source:

[http://ies.ed.gov/ncee/wwc/pdf/practice\\_guides/dddm\\_pg\\_092909.pdf](http://ies.ed.gov/ncee/wwc/pdf/practice_guides/dddm_pg_092909.pdf) )

Teacher Moderation: Collaborative Assessment of Student Work and Common Assessments provide detailed looks at the development and use of common assessments. (Sources:

[http://www.edu.gov.on.ca/eng/literacynumeracy/inspire/research/Teacher\\_Moderation.pdf](http://www.edu.gov.on.ca/eng/literacynumeracy/inspire/research/Teacher_Moderation.pdf) and [Common Assessments: Mike Schmoker. \(2006\) Results Now: How We Can Achieve Unprecedented Improvements in Teaching and Learning. Alexandria, Va.: ASCD.](#) )

**SAS Alignment:** Assessment, Instruction

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

**Description:** Using Student Achievement Data to Support Instructional Decision Making provides a WWC reporting of various strategies related to



the acquisition, analysis, and application of student data. (Source: [http://ies.ed.gov/ncee/wwc/pdf/practice\\_guides/dddmg\\_pg\\_092909.pdf](http://ies.ed.gov/ncee/wwc/pdf/practice_guides/dddmg_pg_092909.pdf) )

**SAS Alignment:** Assessment, Instruction

### *Instructional Coaching*

**Description:** The purpose of Instructional Coaching is to bring evidence-based practices into classrooms by working with teachers and other school leaders. The Pennsylvania Institute for Instructional Coaching focuses on evidence-based literacy strategies and claims instructional coaching has a positive impact upon student achievement. (Source:

<http://piic.pacoaching.org/index.php/piic-coaching/what-is-an-instructional-coach> ) WWC has identified at least one instructional

coaching model that has a positive impact on achievement at the secondary level. )Source:

[http://ies.ed.gov/ncee/wwc/pdf/quick\\_reviews/myteachingpartner\\_022212.pdf](http://ies.ed.gov/ncee/wwc/pdf/quick_reviews/myteachingpartner_022212.pdf) )

**SAS Alignment:** Instruction

### *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](http://www.psychologicalscience.org/journals/pspi/PSPI_9_3.pdf) ;

Differentiated Instruction: Effective classroom practices report,

<http://www.cast.org/system/galleries/download/ncac/DifInstruc.pdf> ;

Learning Styles, [http://en.wikipedia.org/wiki/Learning\\_styles#cite\\_note-33](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](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

### *Phonological Awareness Training*

**Description:** Phonological awareness, the ability to detect or manipulate the sounds in words independent of meaning, is a precursor to reading. Phonological awareness training without letter knowledge training can involve various training activities that focus on teaching children to

identify, detect, delete, segment, or blend segments of spoken words (i.e., words, syllables, onsets and rimes, phonemes) or that focus on teaching children to detect, identify, or produce rhyme or alliteration. The added letter knowledge training component includes teaching children the letters of the alphabet and making an explicit link between letters and sounds. WWC reports that when coupled with Letter Knowledge Training, Phonological Awareness Training has positive effects upon: print knowledge, phonological processing, and early reading/writing; it has no discernible impact upon cognition; it has potentially negative effects on oral language. (Source:

[http://ies.ed.gov/ncee/wwc/pdf/intervention\\_reports/WWC\\_PAT\\_Letter\\_Knowledge\\_122806.pdf](http://ies.ed.gov/ncee/wwc/pdf/intervention_reports/WWC_PAT_Letter_Knowledge_122806.pdf) )

**SAS Alignment:** Instruction

### *Teaching Diverse Learners in an Inclusive Setting*

**Description:**

Through the use of screening for identification, and the analysis of data, the district will continue to meet student needs through the appropriate placement and utilization of resources, as well as provide professional learning opportunities for all staff.

**SAS Alignment:** None selected

### *Implementation Steps:*

#### *Literacy Goal*

**Description:**

Creation of a K-12 program/structure that will ensure that all students will have access to appropriate curricular and instructional content and materials.

**Start Date:** 7/1/2015 **End Date:** 6/30/2018

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

**Supported Strategies:**

- Common Assessment within Grade/Subject
- Data Analysis Procedures, Data-Informed Instruction, Data Teams & Data Warehousing
- Instructional Coaching
- Differentiating Instruction
- Phonological Awareness Training
- Teaching Diverse Learners in an Inclusive Setting

**Goal #2:** Establish a district system that fully ensures high quality curricular assets (e.g. model curricula, learning progressions, units, lesson plans, and content resources) aligned with state standards and fully accessible to teachers and students.

**Indicators of Effectiveness:**

Type: Interim

Data Source: Percent of positive change for the level of access to technologies to guide the transformation of the instructional program.

Specific Targets: To increase the level of access to instructional technologies to assist with the transformation of the instructional program to assist staff and students to meet the needs of the 21st Century Learning environment.

***Strategies:***

***Technology Infrastructure Enhancement/Technology Access and Training Increase***

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

**SAS Alignment:** Instruction, Materials & Resources

***Implementation Steps:***

***Modernized Learning/Educational Practices***

**Description:**

To continue to build upon the technological and instructional transformations (completed to date), and to move these transformations forward to ensure that all students have access to high quality materials and resources.

**Start Date:** 7/1/2015 **End Date:** 6/30/2018

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

**Supported Strategies:**

- Technology Infrastructure Enhancement/Technology Access and Training Increase

**Goal #3:** Establish a system that fully ensures the district's resources effectively address instructional priorities aligned with the district's vision and mission and fully ensures that

the expenditure and accounting of funds meets all legal and ethical requirements within the parameters of generally accepted accounting practices.

**Indicators of Effectiveness:**

Type: Interim

Data Source: Budgets and fiscal analysis reports

Specific Targets: To continue to meet the needs of the school district and community for the allocation of resources

***Strategies:***

*Resources*

**Description:**

The school district will strive to meet the academic needs of all students through ongoing exploration of funding streams and financial resources.

**SAS Alignment:** None selected

***Implementation Steps:***

*Resources*

**Description:**

To continue to explore additional funding sources to support the increased needs in these difficult financial times.

**Start Date:** 7/1/2015 **End Date:** 6/30/2018

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

**Supported Strategies:**

- Resources

# District Level Affirmations

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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*

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*Board President*

*No signature has been provided*

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*Chief School Administrator*

# Special Education Affirmations

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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.

**Affirmed by Joseph Ciresi on 4/21/2014**

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*Board President*

**Affirmed by David Goodin on 4/15/2014**

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*Chief School Administrator*