

Haverford Township SD

District Level Plan

07/01/2022 - 06/30/2025

District Profile

Demographics

50 East Eagle Road
Havertown, PA 19083-0000
610-853-5900
Superintendent: A. Maureen Reusche
Director of Special Education: Neil Evans

Planning Process

Realizing that we have the responsibility of continually trying to improve the skills of all of our students, the School District of Haverford Township has committees in place that monitor and make recommendations for growth opportunities for our staff which impacts the education that we provide for our students. Members of the Comprehensive Planning Committee include representation from all stakeholder groups. Some of the committees that we have in place include:

- Professional Development
- Professional Learning Communities - (district and building committees in all content areas)
- Curriculum

These committees are ongoing and focus growing and expanding the use of best practices within each school. Many of the committees incorporate the train the trainer model. All of the committees are under the direction of a School District of Haverford Township administrator. Those administrators work under the direction of Dr. Maureen Reusche, Superintendent.

For the process of completing this document, the committee examined the district profile, mission and vision to determine if any changes should occur. Then school and district level data were analyzed in order to determine strengths and concerns. Once trends were determined, research was conducted on the best and most viable ways to address the concerns. An action plan was developed along with professional development which would serve the goals. This plan was shared with stakeholders for input, revised, and then presented to the public before submission.

Various configurations of the group met approximately every 6-8 weeks to complete each step. Meetings took place in school buildings and at central office. Stakeholders attending the meetings included teachers, administrators, pupil services, curriculum, business leaders, community members, and parents.

The Director of Data and Assessment worked with the Director of Curriculum and Instruction and Superintendent to be sure each step of the planning was completed.

Communication included regular meetings with teachers and principals as well as a culminating meeting with community members. The final plan was presented in writing at a meeting of the School Board of Directors.

Mission Statement

The mission of the District of Haverford Township is to educate and to inspire a community of life-long learners. The beliefs of the School District of Haverford Township are

- Excellence in education is the shared responsibility of all community members.
- Support and conditions must exist whereby all students can meet the standards set in the areas of academic and technical learning, the arts, and physical development.
- Our school environment must be inclusive, safe, and nurturing.
- Opportunities must exist for each student to develop strong personal character including the core virtues of: honesty, generosity, responsibility, self-discipline, perseverance, respect for others, compassion, and commitment.
- Change is constant; therefore, our district must adapt.

Vision Statement

Vision

Keeping in mind that our aspirations for all of our students must be realistic and clear, the vision statement for the School District of Haverford Township portrays a bright future for all of our students.

Realizing that we have the challenge of preparing all of our students to thrive in the twenty-first century, we must look toward the future but also reflect on past priorities.

If the School District of Haverford Township is successful in educating and inspiring a community of life-long learners as stated in our Mission Statement, then our citizens will be successful in meeting the challenges that they face in their lifetimes. The challenges will continually evolve but our citizens will have the skills to enable them to:

- Be lifelong learners

- Share responsibility and respect for our world
- Maintain a safe, healthy, and caring environment
- Continually adapt to changing careers
- Be effective communicators and collaborators
- Adapt to technological changes

Shared Values

District Guiding Principles

After a review of the needs assessment data, current research, and the requirements of Chapter 4, the School District of Haverford Township selected Guiding Principles. The district's Guiding Principles encompass all subject areas and are critical for students to have prior to graduation.

Together with stakeholders, the School District of Haverford Township will provide opportunities for students to become:

Life-long Learners who possess the essential knowledge and skills necessary to be successful in the global community.

Critical and Creative Thinkers who solve problems, conduct research, and access and manage information.

Effective Communicators who read and listen with understanding, write and speak clearly and competently.

Collaborative Workers who demonstrate the interpersonal skills necessary to be productive members of society.

Responsible Citizens who apply knowledge and skills to real world issues and problems in order to benefit society.

Educational Community

The School District of Haverford Township is a suburban community encompassing 10 square miles located in southeastern Pennsylvania bordering the city of Philadelphia. There are presently 49,305 people residing in Haverford Township, with the majority of residents being middle aged (40-64 years). 85.1% of the housing units are owner-occupied with a median value of \$307,600 (2012-2016). The median household income (in 2016 dollars) is \$99,043. Approximately 3.7% of people live in poverty. In the community, 96.8% of those age 25+ are high school graduates or higher, 55.8% have Bachelor degrees or higher. Within the community, there is little or no industry, with the School District of Haverford Township being the largest employer and Haverford College as the next largest employer. There are several community resources including the library, skating rink, historical buildings, senior centers, and an environmental center that incorporates recreational activities including walking trails, teen and senior citizen rooms, and a fitness center located at the former Haverford State Hospital site. Haverford Township Parks and Recreation Department offers many sports for a variety of ages all year round. The township community library is a major literacy center with programs for children, teenagers, and adults. Organizational resources available to the School District of Haverford Township include but are not limited to Rotary and Optimist Clubs and the Haverford Township School District Educational Foundation.

The School District of Haverford Township is comprised of seven schools: one high school, one middle school, and five elementary schools. Approximately 6,519 students attend the School District of Haverford Township's schools with racial allocations of 82% white, 5.2% Asian/Pacific Islander, 4.7% black/African American, 5.8% multiracial, 2% Hispanic, .1% American Indian/Alaskan Native, .04% unclassified. The student population includes 12.51% economically disadvantaged, 0.83% English Learners, and 13.9% of the students in Special Education. 94.0% of the graduating class attends a post-secondary institution, the remaining 6.0% of the graduates either join the military, attend other post-high school training, or are employed after graduation. The School District of Haverford Township offers many opportunities for students in academics, art and music, service organizations and athletics.

Haverford Township is a sought-after residential community where multiple generations of families reside.

Planning Committee

Name	Role
Nicole Battestelli	Administrator : Special Education
Frederick Brown	Administrator : Professional Education
Valerie Burnett	Administrator : Professional Education
Sara Christianson	Administrator : Professional Education
Sandra Connelly	Administrator : Professional Education

Joel DiBartolomeo	Administrator : Professional Education
Pete Donaghy	Administrator
Jessica Gondek	Administrator : Professional Education Special Education
Daniel Horan	Administrator : Professional Education Special Education
Michelle Kaczmariski	Administrator : Special Education
Jillian McGilvery	Administrator
Jeffrey Nesbitt	Administrator : Professional Education
David Parker	Administrator : Professional Education Special Education
George Ramoundos	Administrator
Kimberly Allen-Stuck	Board Member : Professional Education Schoolwide Plan
Tim Denny	Business Representative : Professional Education Schoolwide Plan
Tyler Wagner	Business Representative : Professional Education Schoolwide Plan
John DeLise	Community Representative : Professional Education Schoolwide Plan
Kathy Kerns	Community Representative : Professional Education Schoolwide Plan
Karen Payne	Ed Specialist - Other : Professional Education Special Education
Kimberly Vindler	Ed Specialist - School Counselor : Professional Education
Shukura Monroe	Ed Specialist - School Psychologist : Professional Education Special Education
Daniel Feldgus	Elementary School Teacher - Regular Education : Professional Education
Grace Goldblatt	Elementary School Teacher - Regular Education : Professional Education
Janette Heil	Elementary School Teacher - Regular Education : Professional Education
Thomas Sherbinko	Elementary School Teacher - Regular Education : Professional Education
Jennifer Sheridan	Elementary School Teacher - Regular Education : Professional Education
Michael Mullen	High School Teacher - Regular Education : Professional Education

Jeremy Tomaszewski	High School Teacher - Regular Education : Professional Education
Matthew Wells	High School Teacher - Regular Education : Professional Education
Jason Langin	Middle School Teacher - Regular Education : Professional Education
Rebecca Stump	Middle School Teacher - Regular Education : Professional Education
Natalie Rube	Middle School Teacher - Special Education : Special Education
Catherine Frank	Parent : Professional Education Schoolwide Plan
Elizabeth Mastrocola	Parent : Professional Education Schoolwide Plan

Core Foundations

Standards

Mapping and Alignment

Elementary Education-Primary Level

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

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

This narrative is empty.

Elementary Education-Intermediate Level

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

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

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

This narrative is empty.

Middle Level

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

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

Those marked Non Existent are not part of our Middle Level curriculum.

High School Level

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

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

Those marked Non Existent are not part of our High School Level curriculum.

Adaptations

Elementary Education-Primary Level

Checked answers

None.

Unchecked answers

None.

Elementary Education-Intermediate Level

Checked answers

None.

Unchecked answers

None.

Middle Level

Checked answers

None.

Unchecked answers

None.

High School Level

Checked answers

None.

Unchecked answers

None.

Explanation for any standards checked:

No standards have been checked.

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

Processes used to ensure Accomplishment:

Curriculum committees are in place at all grade levels.

Curriculum is continually revisited through PLCs.

Curriculum coordinators and department chairs oversee committees and revisions to the curriculum.

During summer workshops, curriculums are revised and updated.

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

No standards areas are checked "Needs Improvement" or "Non Existent".

Elementary Education-Intermediate Level

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

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No standards areas are checked "Needs Improvement" or "Non Existent".

Middle Level

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

Processes used to ensure Accomplishment:

Curriculum committees are in place at all grade levels.

Curriculum is continually revisited through PLCs.

Curriculum coordinators and department chairs oversee committees and revisions to the

curriculum.

During summer workshops, curriculums are revised and updated.

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

No standards areas are checked "Needs Improvement" or "Non Existent".

High School Level

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

Processes used to ensure Accomplishment:

Curriculum committees are in place at all grade levels,

Curriculum is continually revisited through PLCs.

Curriculum coordinators and department chairs oversee committees and revisions to the curriculum.

During summer workshops, curriculums are revised and updated.

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

No standards areas are checked "Needs Improvement" or "Non Existent".

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.

Evidence of differentiated instruction based on IEPs (Individual Education Programs) and 504 Service Agreements is reviewed for each student.

Instruction

Instructional Strategies

Checked Answers

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

*Regular Lesson Plan Review**Checked Answers*

- Administrators
- Building Supervisors

Unchecked Answers

- Department Supervisors
- Instructional Coaches
- Not Reviewed

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

Focusing on research based strategies of elements of effective instruction, we address the needs of all students. These elements include objectives, anticipatory sets, guided practice, checks for understanding, adjustments to instruction, and independent practices. Building principals review lesson plans, and district administrators conduct formal and informal observations to encourage standards-aligned instruction is consistent throughout the district. To support teachers, peer coaching is used with our new inductees. Two math coaches serve the elementary buildings and sixth grade. A lead teacher assists with curriculum implementation.

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

Lesson plans are reviewed by building supervisors.

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

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

If necessary, provide further explanation. (Required explanation if column selected was
This narrative is empty.

Elementary Education-Intermediate Level

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

If necessary, provide further explanation. (Required explanation if column selected was
This narrative is empty.

Middle Level

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

If necessary, provide further explanation. (Required explanation if column selected was
This narrative is empty.

High School Level

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

If necessary, provide further explanation. (Required explanation if column selected was
This narrative is empty.

Recruitment

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

The School District of Haverford Township conducts an annual survey in order to identify teachers who plan to leave the district and those who plan on returning for the following school year. Additionally, projections on the number of students within each grade are done within each school's total population and the subgroups within each school's population. Course selection choices at the secondary level are also done. Based on data compiled from all of the above sources, a projection is made as to our probable recruitment needs.

The School District of Haverford Township conducts an analysis of teaching assignments to produce a demographic breakdown of teacher placements/assignments in accordance with years of experience and certification. Any unequal distribution in terms of experience and turnover are addressed during the hiring process to fill vacancies or through voluntary or involuntary transfers. This school district has a very high rate of retention of teachers so inequalities regarding staff experience and available openings are rarely a concern. This region has a great number of capable certified teachers. The School District of Haverford Township advertises both internally and externally for educators to fill available positions.

All of our teachers are highly qualified. They are observed and evaluated regularly. Extensive professional learning opportunities are provided and this district encourages teachers to participate in continuing education supported by our tuition reimbursement program. One of our goals is to be sure that all students are benefitting from high quality instructional practices and are making progress in all content areas. Matching the needs of our students with the qualifications of our teachers is one way in which we work toward achieving that goal.

Assessments

Local Graduation Requirements

Course Completion	SY 22/23	SY 23/24	SY 24/25
Total Courses	29.00	29.00	29.00
English	4.00	4.00	4.00
Mathematics	4.00	4.00	4.00
Social Studies	4.00	4.00	4.00
Science	4.00	4.00	4.00
Physical Education	2.00	2.00	2.00
Health	1.00	1.00	1.00
Music, Art, Family &	3.00	3.00	3.00

Consumer Sciences, Career and Technical Education			
Electives	7.00	7.00	7.00
Minimum % Grade Required for Credit (Numerical Answer)	60.00	60.00	60.00

Graduation Requirement Specifics

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

- Completion of secondary level coursework in English Language Arts (Literature), Algebra I and Biology in which a student demonstrates proficiency on the associated Keystone Exam or related project-based assessment if § 4.4(d)(4) (relating to general policies) applies.

Unchecked answers

- Locally approved and administered assessments, which shall be independently and objectively validated once every 6 years. Local assessments may be designed to include a variety of assessment strategies listed in ? 4.52(c) and may include the use of one or more Keystone Exams. Except for replacement of individual test items that have a similar level of difficulty, a new validation is required for any material changes to the assessment. Validated local assessments must meet the following standards:
 - I. Alignment with the following State academic standards: English Language Arts (Literature and Composition); Mathematics (Algebra I) and Environment and Ecology (Biology).
 - II. Performance level expectations and descriptors that describe the level of performance required to achieve proficiency comparable to that used for the Keystone Exams.
 - III. Administration of the local assessment to all students, as a requirement for graduation, except for those exempted by their individualized education program under subsection (g), regarding special education students, or gifted individualized education plan as provided in ? 16.32 (relating to GIEP).
 - IV. Subject to appropriations provided by law, the cost to validate local assessments shall be evenly divided between the school district, AVTS or charter school, including a cyber-charter school, and the Department. If the

Department does not provide sufficient funding to meet its share, local assessments submitted for validation shall be deemed valid until a new validation is due to the Department.

- V. The Department will establish a list of entities approved to perform independent validations of local assessments in consultation with the Local Assessment Validation Advisory Committee as provided in ? 4.52(f).
 - VI. School boards shall only approve assessments that have been determined to meet the requirements of this subsection by an approved entity performing the independent validation. If a school district, AVTS or charter school, including a cyber-charter school, uses a local assessment that has not been independently validated, the Secretary will direct the school entity to discontinue its use until the local assessment is approved through independent validation by an approved entity.
- Completion of an Advanced Placement exam or International Baccalaureate exam that includes academic content comparable to the appropriate Keystone Exam at a score established by the Secretary to be comparable to the proficient level on the appropriate Keystone Exam.
 - Not Applicable. Our LEA does not offer High School courses.

Local Assessments

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

Methods and Measures

Summative Assessments

Summative Assessments	EEP	EEI	ML	HS
Summative Assessments are given at the end of each unit of study in all core subjects.	X	X	X	X

Benchmark Assessments

Benchmark Assessments	EEP	EEI	ML	HS
Benchmark assessments are given in core subjects throughout the school year.	X	X	X	X

Formative Assessments

Formative Assessments	EEP	EEI	ML	HS
Formative Assessments take place in all courses throughout the school year.	X	X	X	X

Diagnostic Assessments

Diagnostic Assessments	EEP	EEI	ML	HS
A variety of diagnostic assessments are used based on the individual student.	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	X	X
Professional Learning Community Review	X	X	X	X
Instructional Coach Review				
Teacher Peer Review				

Provide brief explanation of your process for reviewing assessments.

The School District of Haverford Township's assessments are thoroughly reviewed at the classroom, grade, school, and district levels.

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.

Elementary: Local assessments are developed by committees of teachers. Reading and math assessments are aligned to the PA Core Standards and to the local curriculums. They are reviewed quarterly by teachers and administrators.

Secondary: Local assessments are developed by committees of teachers. Subject-specific assessments are aligned to the PA Core Standards and to the local curriculums. They are reviewed quarterly by teachers and administrators.

Collection and Dissemination

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

Local and state assessment results are collected and stored in Performance Tracker. The data are analyzed using Performance Tracker's reporting system. The reports are shared with administrators and teachers in order to make timely instructional decisions at the classroom, grade, school, and district levels. Results are shared with the public at school board meetings.

Data Informed Instruction

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

The School District of Haverford Township monitors the progress of all students on a regular basis. Professional Learning Communities meet monthly to review students' progress. Additionally, the principals conduct data team meetings to review the progress of students. Parents of IEP students and students who are failing are involved in planning for the continuation of the education of struggling students. Parents, classroom teachers, counselors, specialists, clinical staff, and administrators are all involved in determining the interventions for individual students and progress using those interventions is monitored on a regular basis.

Assessment Data Uses

Assessment Data Uses	EEP	EEI	ML	HS
Assessment results are reported out by PA assessment anchor or standards-aligned learning objective.	X	X	X	X
Instructional practices are identified that are linked to student success in mastering specific PA assessment anchors, eligible content or standards-aligned learning objectives.	X	X	X	X

Specific PA assessment anchors, eligible content or standards-aligned learning objectives are identified for those students who did not demonstrate sufficient mastery so that teachers can collaboratively create and/or identify instructional strategies likely to increase mastery.	X	X	X	X
Instructional practices modified or adapted to increase student mastery.	X	X	X	X

Provide brief explanation of the process for incorporating selected strategies.

Assessment data are continually used by Professional Learning Communities and data teams to inform instructional practices at all levels.

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

All strategies are used.

Distribution of Summative Assessment Results

Distribution Methods	EEP	EEI	ML	HS
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

Provide brief explanation of the process for incorporating selected strategies.

The School District of Haverford Township uses all of the distribution methods listed above.

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

The School District of Haverford Township uses all of the distribution methods listed above.

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.

In order to improve performance on academic standards and assessments, the School District of Haverford Township has implemented the following processes:

- Professional development for teachers to assure that they are cognizant of Eligible Content in all core content area skills and strategies that must be targeted in instruction
- Development of a checklist of skills and strategies to be completed by teachers to indicate the frequency of instruction of these skills and strategies and documentation of the materials used
- District focus on research-based elements of effective instruction.
- District focus on checking for understanding.
- Formal and informal observations to assess the implementation of viable, guaranteed curricula and use of recommended instructional strategies
- Implementation of remedial web-based programs to reinforce test taking skills and strategies as well as content area skills and strategies
- Professional development with teachers to review and analyze data through Professional Learning Communities

The School District of Haverford Township's curriculum coordinators assist principals with review and analysis of data and also develop and facilitate professional development opportunities for teachers.

Programs, Strategies and Actions

Programs, Strategies and Actions	EEP	EEI	ML	HS
Biennially Updated and Executed Memorandum of Understanding with Local Law Enforcement	X	X	X	X
School-wide Positive Behavioral Programs	X			
Conflict Resolution or Dispute Management	X	X	X	X
Peer Helper Programs				
Safety and Violence Prevention Curricula				X

Student Codes of Conduct	X	X	X	X
Comprehensive School Safety and Violence Prevention Plans	X	X	X	X
Purchase of Security-related Technology	X	X	X	X
Student, Staff and Visitor Identification Systems	X	X	X	X
Placement of School Resource Officers				
Student Assistance Program Teams and Training	X	X	X	X
Counseling Services Available for all Students	X	X	X	X
Internet Web-based System for the Management of Student Discipline	X	X	X	X

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

In addition to the selected programs, various schools are engaging in training around mindfulness, social-emotional learning and the use of Responsive Classroom techniques. We believe that developing a community built on mutual respect and understanding is the foundation of our safe schools plan.

The District utilizes an expert model for supporting students with social and emotional needs that create barriers to learning. Consultants for our students on the autism spectrum provide monthly consultation and training to ensure we are meeting the academic, social and emotional needs of these students. We have also developed a team approach which reviews the attendance of all students every two weeks. Through supports, services and consultation with a psychologist with experience with anxiety disorders we are able to address students with school phobia, school avoidance and related mental health concerns. By identifying and supporting students as soon as attendance problems are identified we are hoping to reduce truancy across all grade levels.

Screening, Evaluating and Programming for Gifted Students

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

The District provides an Overview of Services for Gifted Students on its website. Additionally on the website parents and community members can access the State Regulations, a parenting guide, and Procedural Safeguards. Information on how to request an evaluation for Gifted services will be included in all student handbooks.

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

Upon entrance to kindergarten through graduation, the district honors parent and staff requests to assess gifted eligibility. In second grade, the district screens all students via a group administered cognitive measure. The Gifted Multi Disciplinary Evaluation Team (GMDE), comprised of the building principal, the gifted support teacher, the regular education teacher, the reading specialist and the school psychologist, reviews the screening results to identify students whom it believes should continue in the referral process. These students' profiles are developed by examining their performance in the classroom including

expertise in one or more academic areas, achievement levels and rates of acquisition and retention. The GMDE also continues to honor individual parent or staff requests for consideration of a student's eligibility.

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

The School District of Haverford Township's process for identifying gifted children is aligned with the Pennsylvania Department of Education's Chapter 16 Screening and Evaluation Process, (22 Pa. Code Section §16.21). Once the Gifted Multi Disciplinary Evaluation Team (GMDE) decides that a student should be further evaluated, the parent receives a Permission to Evaluate form so that his/her child can be evaluated by a certified school psychologist. Per the Chapter 16 regulations, this formal evaluation is completed within 60 calendar days upon receipt of a parent's permission. The GMDE develops a Gifted Written Report (GWR) that outlines the student's educational strengths and needs. This report forms the basis for the present levels of performance that are used to determine specially designed instruction and the educational placement, including the need for acceleration, enrichment, compacting the curriculum, differentiated instruction, and/or flexible grouping. For those students who meet the eligibility criteria for gifted support, the GMDE creates a Gifted Individual Education Plan (GIEP) to address the student's specific strengths and needs within 30 calendar days from the date of the completed GWR. The term mentally gifted includes a person who has an IQ of 130 or higher and other factors including: achievement of test scores that are a year or more above level; observed or measured acquisitions/retention rates that reflect gifted ability; achievement, performance, or expertise in one or more academic areas that demonstrate a high level of accomplishment; higher level thinking skills; documented evidence that intervention factors are masking gifted ability. Gifted ability is not based on IQ score alone. If a child's IQ score is lower than 130, he or she may be admitted to a gifted program when other educational criteria in the profile of the person strongly indicate gifted ability.

Multiple criteria indicating gifted ability includes:

- A year or more above grade achievement level for the normal age group in one or more subjects as measured by nationally normed and validated achievement tests able to accurately reflect gifted performance
- An observed or measured rate of acquisition/retention of new academic content or skills that reflect gifted ability
- Demonstrated achievement, performance or expertise in one or more academic areas - including reading, writing, math, science, social studies, foreign language aptitude, technology expertise, academic creativity, and advanced communication - as evidenced by excellence of products, portfolio or research
- Documented, observed, validated or assessed evidence that intervening factors such as English as a second language, learning disability, physical impairment, emotional disability, gender or race bias, or socio-cultural deprivation are masking gifted abilities

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

The School District of Haverford Township's gifted programming is intended for children with very superior cognitive abilities who need more than the general education curriculum provides. Gifted services are available to eligible students upon entrance to kindergarten through 12th grade. Eligible children receive a Gifted Individualized Education Plan (GIEP) with goals and specially designed instruction to meet their identified needs as outlined in the Gifted Written Report (GWR) and GIEP. The design of each student's program depends on the student's strengths. The district recognizes that these eligible students exhibit special strengths in problem-solving and critical thinking skills. This demands specially designed instruction. The gifted support teacher offers pull-out (students work with the gifted support teacher in a stand alone setting) or push-in (the gifted teacher goes into the regular education classroom to deliver services) support to eligible students, depending upon their gifted needs. During pull-out support, students meet with peers of similar ability and participate in acceleration, enrichment, and extension activities that broaden the regular education curriculum. The emphasis is on strengthening critical thinking skills.

The GIEP Team may determine that a child's gifted needs can be met through consultation and differentiation in the regular education classroom. During this push-in support, gifted students are provided extra academic challenges within the regular education setting. Reading groups based upon current level, math enrichment groups, and small groups working on individual areas of growth such as higher-level thinking, problem solving, and technology use also may be employed. The general education teachers meet the needs of gifted students through specially designed instruction. Examples of gifted specially designed instruction may include: subject or grade level acceleration; enrichment math classes; enrichment language arts classes; participation in gifted sponsored competitions in math problem solving, word analogies, and geography challenges; modification of the content, process, or product; working with gifted peers; and consultation with the gifted support teacher.

The School District of Haverford Township's formal gifted programming (Seminar) may be determined by the GIEP team to meet the specially designed instructional needs of some gifted students with the individual plans individualized to the identified needs of each eligible student. Although our Seminar program begins in third grade, the gifted needs of kindergarten, first and second grade students who meet eligibility are met through the gifted specially designed instruction outlined in the students' GIEPs. One component of services for 3rd, 4th, and 5th graders consists of a pull-out educational seminar program offered for two hours each week. Students spend time working on various higher-level, problem-solving activities. In addition, students in each grade spend the year learning and applying their knowledge to an area of research. In addition to the Seminar program the gifted support teacher provides ongoing consultation and support to the students' regular education teachers to address each eligible student's identified needs throughout the school day.

The Haverford Middle School Seminar Program is built into each students' schedule (47 minutes a day, every other day for the course of the school year). In addition to being scheduled for seminar where students interact with peers of similar ability, eligible

students' needs are met in the general education classroom through specially designed instruction for a given subject. Examples of gifted specially designed instruction in the general education classroom include participation in a compacted and accelerated math class as well as participation in independent studies and/or enrichment projects that are extensions of the general curriculum. As at the elementary level, the gifted support teacher consults and supports the regular education teachers in meeting the needs of their gifted students.

Haverford High School is uniquely placed to offer opportunities for acceleration and enrichment through its general education programs. Students may be accelerated into science, English, and math courses when appropriate. Honors Level courses provide enrichment, a heightened level of challenge, and the ability to work with peers of high ability and skill. Rigorous Advanced Placement courses extend these experiences into college level academics. Enrichment is also available through elective courses in the five major academic subjects as well as in fine and applied arts, technology education, human resources, music, and the visual and performing arts. The activities program provides opportunities for enrichment to students in areas of interest such as student government, publications, clubs, theater productions, science, sports, art and music, as well as competition based programs such as Hi-Q, Science Olympiad, and U.S. First Robotics. These opportunities are all available to students based on interest, performance, and ability. If a high school student needs specially designed instruction not provided in the high school's regular education program, a GIEP meeting is scheduled with the student's guidance counselor who works with the student to develop an individual plan to meet his or her needs.

For all staff involved in gifted education, the district provides ongoing professional development opportunities and maintains an updated website outlining gifted education services and programs available.

Developmental Services

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

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

Explanation of developmental services:

Developmental Guidance Curriculum is implemented in grades K-6.

Health curriculum is supported by classroom teachers, health and physical education teachers, guidance counselors and school nurses.

Transition activities occur for early intervention students entering the district, as student move from elementary to middle school to high school and for identified secondary students.

Restorative Practices is our district-wide effort toward building a safe and supportive bully free school climate.

Diagnostic, Intervention and Referral Services

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

Explanation of diagnostic, intervention and referral services:

The Office of Pupil Services ensures a planned and coordinated system of student support is administered to meet the learning, social and health needs of students.

*Multi-year initiative to train all staff and faculty in Restorative Practices

*Autism consultant for buildings and teams to address the unique social and educational needs of students with Autism

*Attendance committee supported by consultant with expertise in anxiety to address school phobia and school avoidance

*School nurses in each building conduct required annual screenings for height, weight, BMI, hearing, vision and scoliosis

*School counselors at the elementary level and middle school level teach the developmental guidance curriculum to all students in grades K-6.

*Individual counseling and small group counseling in response to student need

*Elementary counselors also coordinate 504 service agreements and assure teachers are informed of the required accommodations to be provided in the classroom.

*Individual and classroom based career and college counseling and course selection and educational planning are in place.

Consultation and Coordination Services

Consultation and Coordination Services	EEP	EEI	ML	HS
Alternative Education	X	X	X	X
Case and Care Management	X	X	X	X
Community Liaison	X	X	X	X
Community Services Coordination (Internal or External)	X	X	X	X
Coordinate Plans	X	X	X	X
Coordination with Families (Learning or Behavioral)	X	X	X	X
Home/Family Communication	X	X	X	X
Managing Chronic Health Problems	X	X	X	X
Managing IEP and 504 Plans	X	X	X	X
Referral to Community Agencies	X	X	X	X
Staff Development	X	X	X	X
Strengthening Relationships Between School Personnel, Parents and Communities	X	X	X	X
System Support	X	X	X	X
Truancy Coordination	X	X	X	X
Autism consultant for buildings and teams to address the unique social and educational needs of students with Autism	X	X	X	X
Attendance committee supported by consultant with expertise in anxiety to address school phobia and school avoidance	X	X	X	X
Multi-year initiative to train all staff and faculty in Restorative Practices for school climate and school safety	X	X	X	X

Explanation of consultation and coordination services:

The Office of Pupil Services and Special Education implements a coordinated comprehensive plan of supports that address the academic, social, emotional and health needs of all students.

Communication of Educational Opportunities

Communication of Educational Opportunities	EEP	EEI	ML	HS
Course Planning Guides			X	X

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

Communication of Student Health Needs

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

Frequency of Communication

Elementary Education - Primary Level

- More than once a month

Elementary Education - Intermediate Level

- More than once a month

Middle Level

- More than once a month

High School Level

- More than once a month

Collaboration for Interventions

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

Individual Education Programs and 504 Service Agreements are shared with all teachers supporting identified students in their classrooms.

Common planning time and team time is provided weekly for collaboration and co-planning for co-taught classes.

Itinerant special education teachers provide push-in support to identified students in regular education classes.

Paraprofessionals support students in regular educational settings as well as extracurricular activities where identified as a need on student IEPs.

Each building uses the child study team process to identify students with academic, behavioral, or social needs and develops classroom based interventions as part of the prereferral process.

Community Coordination

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

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

The District leases space to Family Support Services, Inc. for before and after care of students in grades K-5 as well as a 3 and 4 year-old preschool programs.

The District provides after school transportation to the YMCA for after care for all schools with transportation that is on route.

The District has a dedicated transition coordinator for special education secondary students transitioning to postsecondary education, careers, or military.

A guidance counselor oversees and supports students earning credit through our work-study program.

A guidance counselor is dedicated to the students earning credit through the career and technical education program.

The District hosts a transition parents evening in cooperation with a neighboring district for parents of children receiving early intervention services and participates in the formal transition to school-age program as required by the IDEA and Chapter 14 regulations.

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.

Preschool children with disabilities are served through the Delaware County Intermediate Unit.

The District does not operate any preschool programs.

The District participates in a formal transition to school-age process as required by the IDEA and Chapter 14 regulations.

Materials and Resources

Description of Materials and Resources

Elementary Education-Primary Level

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

Provide explanation for processes used to ensure Accomplishment.

The needs of all students are taken into consideration when materials and resources are inventoried and purchased. Those selected are aligned with the standards to help students progress from level to level, robust in quality, accessible for all students and provide opportunities for differentiation and needed accommodations.

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

All material and resources characteristics were checked.

Elementary Education-Intermediate Level

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

Provide explanation for processes used to ensure Accomplishment.

The needs of all students are taken into consideration when materials and resources are inventoried and purchased. Those selected are aligned with the standards to help students progress from level to level, robust in quality, accessible for all students and provide opportunities for differentiation and needed accommodations.

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

All material and resources characteristics were checked.

Middle Level

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

Provide explanation for processes used to ensure Accomplishment.

The needs of all students are taken into consideration when materials and resources are inventoried and purchased. Those selected are aligned with the standards to help students progress from level to level, robust in quality, accessible for all students and provide opportunities for differentiation and needed accommodations.

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

All material and resources characteristics were checked.

High School Level

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

Provide explanation for processes used to ensure Accomplishment.

The needs of all students are taken into consideration when materials and resources are inventoried and purchased. Those selected are aligned with the standards to help students progress from level to level, robust in quality, accessible for all students and provide opportunities for differentiation and needed accommodations.

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

All material and resources characteristics were checked.

SAS Incorporation**Elementary Education-Primary Level**

Standards	Status
Arts and Humanities	Full Implementation
Career Education and Work	Full Implementation
Civics and Government	Full Implementation
PA Core Standards: English Language Arts	Full Implementation
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Full Implementation
PA Core Standards: Mathematics	Full Implementation
Economics	Full Implementation
Environment and Ecology	Full Implementation
Family and Consumer Sciences	Not Applicable
Geography	Full

	Implementation
Health, Safety and Physical Education	Full Implementation
History	Full Implementation
Science and Technology and Engineering Education	Full Implementation
Alternate Academic Content Standards for Math	Full Implementation
Alternate Academic Content Standards for Reading	Full Implementation
American School Counselor Association for Students	Full Implementation
Early Childhood Education: Infant-Toddler→Second Grade	Full Implementation
English Language Proficiency	Full Implementation
Interpersonal Skills	Full Implementation
School Climate	Full Implementation

Further explanation for columns selected "

Those marked Not Applicable are not part of our Elementary Education-Primary Level curriculum.

Elementary Education-Intermediate Level

Standards	Status
Arts and Humanities	Full Implementation
Career Education and Work	Full Implementation
Civics and Government	Full Implementation
PA Core Standards: English Language Arts	Full Implementation
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Full Implementation
PA Core Standards: Mathematics	Full Implementation
Economics	Full Implementation
Environment and Ecology	Full Implementation
Family and Consumer Sciences	Full Implementation
Geography	Full

	Implementation
Health, Safety and Physical Education	Full Implementation
History	Full Implementation
Science and Technology and Engineering Education	Full Implementation
Alternate Academic Content Standards for Math	Full Implementation
Alternate Academic Content Standards for Reading	Full Implementation
American School Counselor Association for Students	Full Implementation
English Language Proficiency	Full Implementation
Interpersonal Skills	Full Implementation
School Climate	Full Implementation

Further explanation for columns selected "

Those marked Not Applicable are not part of our Elementary Education-Intermediate Level curriculum.

Middle Level

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

	Implementation
History	Full Implementation
Science and Technology and Engineering Education	Full Implementation
Alternate Academic Content Standards for Math	Full Implementation
Alternate Academic Content Standards for Reading	Full Implementation
American School Counselor Association for Students	Full Implementation
English Language Proficiency	Full Implementation
Interpersonal Skills	Full Implementation
School Climate	Full Implementation
World Language	Full Implementation

Further explanation for columns selected "

Those marked Not Applicable are not part of our Middle Level curriculum.

High School Level

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

History	Full Implementation
Science and Technology and Engineering Education	Full Implementation
Alternate Academic Content Standards for Math	Full Implementation
Alternate Academic Content Standards for Reading	Full Implementation
American School Counselor Association for Students	Not Applicable
English Language Proficiency	Full Implementation
Interpersonal Skills	Full Implementation
School Climate	Full Implementation
World Language	Full Implementation

Further explanation for columns selected "

Those marked Not Applicable are not part of our High School Level curriculum.

Early Warning System

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

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

Professional Education

Characteristics

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

Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision making.	X	X	X	X
Empowers educators to work effectively with parents and community partners.	X	X	X	X

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

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

Professional education is continuous in the School District of Haverford Township. It is present at all levels and schools and is driven by data. Some of our sources for professional education include workshops, IU25, consultants, and conferences.

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

All strategies were selected.

Educator Discipline Act 126, 71

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

Questions
The LEA has conducted the required training on:
6/1/2018 This training is offered through SafeSchool software and required to be completed by all relevant employees before the expiration of the previous training.

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

Questions
The LEA has conducted the training on:
11/8/2016 This training is offered through SafeSchool software and required to be completed by all relevant employees before the expiration of the previous training.

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

Questions
The LEA plans to conduct the training on approximately:
1/7/2019 This training is offered through SafeSchool software and required to be completed by all relevant employees before the expiration of the previous training.

Strategies Ensuring Fidelity

Checked answers

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

Unchecked answers

None.

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

Professional education is continuous in the School District of Haverford Township. It is present at all levels and schools and is driven by data. Some of our sources for professional education include workshops, IU25, consultants, and conferences.

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

All strategies were selected.

Induction Program

Checked answers

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

Unchecked answers

None.

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

Our year-long mentoring program includes scheduled trainings, observations, and evaluations. The induction program is facilitated by district administrators, school administrators, and mentor teachers. Trainings include sessions on technology,

instructional priorities, lesson planning, confidentiality, mandated reporting, classroom management, procedures, IEPs, and others.

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

All strategies were selected.

Needs of Inductees

Checked answers

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

Unchecked answers

None.

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

The rigorous process for selection and the research based training of all inductees provides the School District of Haverford Township with the best teachers available. Our continual observations and trainings provide new teachers with the tools that they need in order to grow professionally.

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

All strategies were selected.

Mentor Characteristics

Checked answers

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

Unchecked answers

None.

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

The selection of our mentor teachers aligns with the characteristics listed above.
Administrative personnel oversee our mentor trainings.

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

All characteristics were selected.

Induction Program Timeline

Topics	Aug-Sep	Oct-Nov	Dec-Jan	Feb-Mar	Apr-May	Jun-Jul
Code of Professional Practice and Conduct for Educators	X	X				
Assessments	X	X	X	X	X	X
Best Instructional Practices	X	X	X	X	X	X
Safe and Supportive Schools		X				
Standards	X	X	X	X	X	X
Curriculum	X	X	X	X	X	X

Instruction	X	X	X	X	X	X
Accommodations and Adaptations for diverse learners	X	X		X	X	
Data informed decision making	X	X	X	X	X	
Materials and Resources for Instruction	X	X	X	X	X	X

If necessary, provide further explanation.

The School District of Haverford Township provides comprehensive training and support for all teachers new to the district.

Monitoring and Evaluating the Induction Program

Identify the procedures for monitoring and evaluating the Induction program.

The inductees and mentors are surveyed every year. The responses provide excellent feedback which leads to revisions in the Induction program when needed.

Recording Process

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

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

Unchecked answers

None.

Special Education

Special Education Students

Total students identified: **905**

Identification Method

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

The School District of Haverford Township will be using the severe discrepancy criteria for Specific Learning Disability identification:

1. Failure to meet age-or grade-level State Standards in one of eight areas: oral expression, listening comprehension, written expression, basic reading skill, reading fluency skill, reading comprehension, mathematics calculation, mathematics problem solving; AND
2. Severe discrepancy between intellectual ability and achievement, or relative to age or grade; AND
3. Ruling out: Vision, hearing or motor problems; Intellectual Disability; emotional disturbance; cultural and/or environmental issues; limited English speaking ability; AND
4. Ruling out lack of instruction by documenting that scientifically-based instruction in regular education settings has been delivered by qualified personnel, as indicated by observation of routine classroom instruction.

Enrollment

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

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

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

The data reviewed indicates that some disproportionate representation appears to exist in the District.

Over time the representation of Black or African American students in the LEA has remained fairly constant at an average of 4.4 percent of the total student population. Our Black and African American population in special education has been historically lower than the overall District population until an upward trend appeared in 2011. That trend has continued to incrementally creep up to now represent 7.2 percent of our special education enrollment.

To examine this further, we looked at the actual children enrolled by disability and level of service. We also looked at the trends for other race/ethnic groups and we looked at the demographics of students exiting special education. - Overall there are 284 children who are Black or African American in the LEA (4.7%) There are 905 students receiving special

education. The percentage of Black or African American receiving special education is 7.2%.

Black or African American students appear proportionately higher. Because of the sample size, the disproportionality is attributed to 7 students.

Every referral begins with the child study team to ensure that the building team considers all pre-referral strategies and supports that were in place prior to the referral. Special education services are provided as a last resort and are only provided when the evaluation identified both prongs, a disability under the IDEA and the need for Specially Designed Instruction.

The District relies on data to drive assessment for special education eligibility. The District ensures through the evaluation process that all questions regarding English proficiency, lack of access to education, lack of access to standards-based education, low SES or other intervening factors are addressed and are considered when determining eligibility for services.

Non-Resident Students Oversight

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

No institutions are located within our district boundaries.

Incarcerated Students Oversight

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

The District does not have a facility within its boundaries for which it is the host district under Section 1306 of the PA School Code. Delaware County students who may become incarcerated receive educational services from the Delaware County Intermediate Unit. The Intermediate Unit requests educational records and the Individual Educational Programs for students. The District is invited to attend IEP meetings along with the host district. If an incarcerated student was thought to be eligible, the District would issue a Permission to

Evaluate to the student's parents. If found eligible, the District would contract with the Intermediate Unit for special education services.

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 number of students served in other settings continues to be a concern as it exceeds the state average. The addition of an elementary level Life Skills Support program in the 2010-2011 school year provided in-district programming for students with intellectual disabilities. Two elementary emotional support classrooms were added beginning in 2011-2012, followed by two elementary Autistic Support classrooms in the 2012-2013 school year. To accommodate the growth in these programs in light of our current enrollment, the classes were all relocated within the district. The additional space allowed us to add two large sensory rooms in two different buildings to support successful inclusive education. Prior to the creation of these classes, students may have been served in cross district IU classes, neighboring districts, or Approved Private Schools. The use of technical assistance from Elwyn has contributed to the success of these programs by providing on individual and group counseling for our emotional support classrooms, a Board Certified Behavior Analyst, programmatic support and professional development for the entire faculty and Special education staff.

To provide a continuum of services at all levels, the District will add an Autistic Support program to the Haverford Middle School for the 2018-2019 school year to provide services for the current students in our AS program who will be rising sixth graders.

Geographically, we are in close proximity to fifteen (15) Approved Private Schools (Davidson School, Delta School, The Devereux Schools, Easter Seals of Southeastern PA, George Crothers Memorial School, Green Tree School, HMS School for Children with Cerebral Palsy, Martin Luther School, Melmark School, Overbrook School for the Blind, PA School for the Deaf, The Timothy School, The Vanguard School, Woods Services, and Wordsworth Academy), and two IU centers. Parents of children with low incidence

disabilities seek residences in our area to access these specialized schools. This creates ongoing challenges when we consider working toward a lower number of students served in other settings when such a specialized continuum of services exists. One special education administrator and two special education teachers are trained in the SAS toolkit to assist teams in developing and implementing IEPs in more inclusive settings.

The District did not meet two targets under SPP indicator #5 Least Restrictive Environment. The SPP target for Students in Other Settings is 3.3 % where the district percentage is 8.5 % placed in other settings.

Special education administrators routinely visit every Approved Private School where our students attend. When students may be appropriate to return to district placement we issue permission to reevaluate forms and follow the RR/IEP process to make recommendation for FAPE.

Annually, district administration meets and reviews every out-of-district placement. This process is intended to identify cohorts and/or patterns of student placements outside of the LRE which could be addressed within the LEA given further program development. Action plans are generated to address these cohorts and or patterns of placements to address how students can be successfully transitioned back to the LEA. As an example, our review of Early Intervention (EI) data suggested the need for an Autistic Support classroom at the primary level and subsequent planning suggests growth in this area which could include additional elementary Autistic Support classrooms in the near future. In order to continue to address the number of special education students in other settings, we have a corrective action plan in place in which we:

- Measure that an LEA will attend all IEP meetings for students placed in out of district placements
- Review of all out of district students for return to district programming
- Issue permission to reevaluate where possible
- Identify cohorts of students by December of each year for staffing considerations
- Identify number of available classroom spaces that meet Chapter 14 requirements for size and location in ebb and flow of instructional programs
- Implement use of positive behavioral supports district-wide to better serve students with emotional support needs
- Review all records of early intervention transitioning students for cohort and ability grouping for consideration of additional classrooms and programming

We are currently developing an Autistic Support program at Haverford Middle School to begin supporting students in September 2018. This class will also offer an in-district program to students who are currently placed in Approved Private Schools who may be ready to transition back to a more inclusive setting.

The SPP target for SE Inside Regular Education Class 80% or More is 62.4% where the

district percentage is 53.3% SE Inside Regular Education Class 80% or More. The District has used the SAS toolkit to support students remaining in the regular education classroom. All teachers have been trained on appropriate calculation of the Special Education environment to assure that we are reporting accurately. We provide the following Supplementary Aides and Services (this is a representative, not an exhaustive list).

Collaborative:

Co teaching teams supported by annual summer professional development
 Coplanning in addition to regular planing time, Coteaching teams are paid for up to 15 hours additional planing time specific to coteaching needs.
 Paraprofessional support - we also survey all of the paraprofessionals and provide inservice and professional development to meet their identified training needs
 We provide definitions and explanations of coteaching instructional models to parents and include this in our school handbooks

Instructional:

Modified curricular goals
 Adapted and modified tests and materials
 Screen readers, assistive technology
 iPads and speech apps for nonverbal students
 Screen readers for a student with very low vision

Physical:

Adapted seating
 Desks that accommodate wheelchairs
 Hoyer lifts for toileting
 Air conditioned classrooms and busses for students with medical needs
 FM systems

Social/ Behavioral:

Social skills instruction
 Board Certified Behavior Analyst
 FBAs and positive behavior support plans
 Individual and group counseling for ES or AS students
 Nonviolent crisis interventions

Staff and Parent Support:

Staff and Parents receive consultation and training from our behavioral consultant, anxiety consultant, and IU and PaTTAN consultants using a team based/need based model. Our Elementary Coordinator for Special Programs meets with district parents at the EI transition evening and provides information on district programs and LRE.

Behavior Support Services

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

The School District of Haverford Township has a formal policy for the Suspension and Exclusion of Exceptional Students that was reviewed and approved August 16, 2010. In this policy, the requirements for positive behavior supports is outlined for all students in accordance with the Special Education Standards and Regulations, Chapters 14 of the PA School Code and IDEA, reauthorized as of 2004. The goal of the policy is for each special education student to benefit from individualized instruction without the interference of behavior problems. As is required in both Federal and State laws, the District must carry out behavioral interventions that are positively stated, and not implement negative, harmful procedures such as corporal punishment, or physical restraints.

- The District contracts with a Board Certified Behavior Analyst who provides consultation and individual support for teachers and IEP teams. We also use the services of the behavior specialists from the Delaware County Intermediate Unit.
- Each school in the district has a dedicated school psychologist who completes classroom observations and Functional Behavior Assessments (FBA) when needed.
- A team of teachers are certified trainers for personal safety, deescalation and safe restraint.
- The District has undertaken a multi-year initiative training all staff and faculty in Restorative Practices to create a community wide culture of respect and understanding that is the foundation of our district-wide safe schools plan

The District provides coordinated consultative and direct services for staff and students to meet a variety of student needs.

PSYCHOLOGICAL COUNSELING- The District contracts with a licensed counselor who along with our District School Psychologists, provide individual and group counseling sessions to our students receiving services through Emotional Support. Regular meetings are held with our ES team including counselors, psychologist, emotional support teachers, transition coordinator, and secondary special education administrator to review student progress and proactively respond to student needs.

ANXIETY CONSULTANT - To address a growing number of students exhibiting anxiety and school avoidance, the District contracts with a licensed doctoral level clinical psychologist specializing in childhood and adolescent anxiety. The consultant is available to meet with teams, observe students, and provide professional development to assist in serving students with anxiety and related disorders.

INTERAGENCY MEETINGS- The District collaborates with community based service

providers and has a process to ensure that interagency staff are able to provide coordinated services such as Therapeutic Support, Behavioral Consultation, and mobile therapy to students receiving behavioral health services.

BOARD CERTIFIED BEHAVIOR ANALYST - The District contracts with a Board Certified Behavior Analyst approximately 28 days throughout the school year. This consultant spends time in each of the seven District buildings observing students and providing feedback to staff and individual teams on how to successfully integrate students who are exhibiting behaviors that interfere with their learning or the learning of their peers. The BCBA also provides staff training specific to inclusive practices.

SOCIAL SKILLS - The District has dedicated one FTE special education teaching positions to provide social skills instruction to elementary aged students requiring this support in order to receive a free appropriate public education. This teacher provides direct instruction in the area of social skills, observes students in less structured more social aspects of their school day, and consults with classroom teachers.

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.

Students who require supports and services more intensive than what is available within the LEA are referred to appropriate programs with input from families and interagency representatives working to support those families. This is often a complicated process but the LEA works diligently to streamline communication and interim supports to make the referral process more efficient. Collaboration between stakeholders is emphasized and the student's needs are placed first during such a process. The LEA works to ensure a full continuum of services exists across all levels and routinely reviews programs so gaps in programming do not manifest.

Annually, district administration meets and reviews out-of-district placements. This process is intended to identify cohorts and or patterns of student placements outside of the LRE which could be addressed within the LEA given further program development. Action plans are generated to address these cohorts and or patterns of placements to address how students can be successfully transitioned back to the LEA.

Assurances

Safe and Supportive Schools Assurances

No policies or procedures have been identified.

Special Education Assurances

No policies or procedures have been identified.

24 P.S. §1306 and §1306.2 Facilities

There are no facilities.

Least Restrictive Environment Facilities

Facility Name	Type of Facility	Type of Service	Number of Students Placed
Devereux	Approved Private Schools	AS, ES	5
Elwyn Davidson School	Approved Private Schools	AS, ES, LSS	4
Melmark School	Approved Private Schools	AS, LSS, MDS	3
The Vanguard School	Approved Private Schools	AS, ES	15
Overbrook School for the Blind	Approved Private Schools	VI	3
The Timothy School	Approved Private Schools	AS	5
The Pathway School	Approved Private Schools	AS, ES	2
Mill Creek	Special Education Centers	ES	1
George Crothers Memorial School	Approved Private Schools	MDS	5
HMS School for Children with Cerebral Palsy	Approved Private Schools	MDS	2
Child Guidance Resource Center	Special Education Centers	ES and AS	4
Delaware County Intermediate Unit	Special Education Centers	AS, ES, LSS, MDS, Speech, Hearing	20
Crestwood Educations Center/Woods Services	Special Education Centers	ES	2

Chester County Intermediate Unit	Special Education Centers	AS, ES	2
Pennsylvania School for the Deaf	Approved Private Schools	HI	1

Special Education Program Profile

Program Position #68

Operator: School District

PROGRAM DETAILS

Type: ClassandPosition

Implementation Date: July 1, 2018

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	6 to 9	20	1
Locations:				
Chatham Park Elementary	An Elementary School Building	A building in which General Education programs are operated		

Program Position #69

Operator: School District

PROGRAM DETAILS

Type: ClassandPosition

Implementation Date: July 1, 2018

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	5 to 11	25	0.5
Justification: Age range is not exceeded during instructional time.				
Locations:				
Chatham Park Elementary	An Elementary School Building	A building in which General Education programs are operated		

Program Position #70

Operator: School District

PROGRAM DETAILS

Type: ClassandPosition

Implementation Date: July 1, 2018

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	8 to 11	20	1
Locations:				
Chatham Park Elementary	An Elementary School Building	A building in which General Education programs are operated		

Program Position #71*Operator: School District***PROGRAM DETAILS***Type: ClassandPosition**Implementation Date: July 1, 2018***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	5 to 11	50	1
Justification: Age range is not exceeded during instructional time.				
Locations:				
Chatham Park Elementary	An Elementary School Building	A building in which General Education programs are operated		

Program Position #72*Operator: School District***PROGRAM DETAILS***Type: ClassandPosition**Implementation Date: July 1, 2018***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	5 to 11	25	0.5
Justification: Age range is not exceeded during instructional time.				
Locations:				
Chestnutwold Elementary	An Elementary School Building	A building in which General Education programs are operated		

Program Position #73*Operator: School District***PROGRAM DETAILS***Type: ClassandPosition**Implementation Date: July 1, 2018***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	5 to 11	50	1
Justification: Age range is not exceeded during instructional time.				
Locations:				
Chestnutwold	An Elementary School Building	A building in which General Education programs are operated		

Program Position #74*Operator: School District***PROGRAM DETAILS***Type: ClassandPosition**Implementation Date: July 1, 2018***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
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Supplemental (Less Than 80% but More Than 20%)	Learning Support	8 to 11	20	1
Locations:				
Chestnutwold	An Elementary School Building	A building in which General Education programs are operated		

Program Position #75*Operator:* School District**PROGRAM DETAILS***Type:* ClassandPosition*Implementation Date:* July 1, 2018**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	7 to 10	20	1
Locations:				
Chestnutwold Elementary	An Elementary School Building	A building in which General Education programs are operated		

Program Position #76*Operator:* School District**PROGRAM DETAILS***Type:* ClassandPosition*Implementation Date:* July 1, 2018**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	6 to 8	20	1
Locations:				
Chestnutwold Elementary	An Elementary School Building	A building in which General Education programs are operated		

Program Position #77*Operator:* School District**PROGRAM DETAILS***Type:* ClassandPosition*Implementation Date:* July 1, 2018**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	8 to 11	20	1
Locations:				
Manoa Elementary	An Elementary School Building	A building in which General Education programs are operated		

Program Position #78*Operator:* School District**PROGRAM DETAILS***Type:* ClassandPosition

Implementation Date: July 1, 2018

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	8 to 11	20	1
Locations:				
Manoa Elementary	An Elementary School Building	A building in which General Education programs are operated		

Program Position #79

Operator: School District

PROGRAM DETAILS

Type: ClassandPosition

Implementation Date: July 1, 2018

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	6 to 8	20	1
Locations:				
Manoa Elementary	An Elementary School Building	A building in which General Education programs are operated		

Program Position #80

Operator: School District

PROGRAM DETAILS

Type: ClassandPosition

Implementation Date: July 1, 2018

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	5 to 11	50	1
Justification: Age range is not exceeded during instructional time.				
Locations:				
Manoa Elementary	An Elementary School Building	A building in which General Education programs are operated		

Program Position #81

Operator: School District

PROGRAM DETAILS

Type: ClassandPosition

Implementation Date: July 1, 2018

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	5 to 11	50	1
Justification: Age range is not exceeded during instructional time.				
Locations:				
Lynnwood Elementary	An Elementary School Building	A building in which General Education programs are operated		

Program Position #82*Operator: School District***PROGRAM DETAILS***Type: ClassandPosition**Implementation Date: July 1, 2018***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	6 to 8	20	1
Locations:				
Lynnewood Elementary	An Elementary School Building	A building in which General Education programs are operated		

Program Position #83*Operator: School District***PROGRAM DETAILS***Type: ClassandPosition**Implementation Date: July 1, 2018***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	8 to 11	20	1
Locations:				
Lynnewood Elementary	An Elementary School Building	A building in which General Education programs are operated		

Program Position #84*Operator: School District***PROGRAM DETAILS***Type: ClassandPosition**Implementation Date: July 1, 2018***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	6 to 9	20	1
Locations:				
Lynnewood Elementary	An Elementary School Building	A building in which General Education programs are operated		

Program Position #85*Operator: School District***PROGRAM DETAILS***Type: ClassandPosition**Implementation Date: July 1, 2018***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	5 to 11	50	1
Justification: Age range is not exceeded during instructional time.				
Locations:				

Coopertown Elementary	An Elementary School Building	A building in which General Education programs are operated		
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Program Position #86*Operator:* School District**PROGRAM DETAILS***Type:* ClassandPosition*Implementation Date:* July 1, 2018**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	6 to 9	20	1
Locations:				
Coopertown Elementary	An Elementary School Building	A building in which General Education programs are operated		

Program Position #87*Operator:* School District**PROGRAM DETAILS***Type:* ClassandPosition*Implementation Date:* July 1, 2018**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	8 to 11	20	1
Locations:				
Coopertown Elementary	An Elementary School Building	A building in which General Education programs are operated		

Program Position #88*Operator:* School District**PROGRAM DETAILS***Type:* ClassandPosition*Implementation Date:* July 1, 2018**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Autistic Support	5 to 8	8	1
Locations:				
Coopertown Elementary	An Elementary School Building	A building in which General Education programs are operated		

Program Position #89*Operator:* School District**PROGRAM DETAILS***Type:* ClassandPosition*Implementation Date:* July 1, 2018**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
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Supplemental (Less Than 80% but More Than 20%)	Autistic Support	8 to 11	8	1
Locations:				
Coopertown Elementary	An Elementary School Building	A building in which General Education programs are operated		

Program Position #90*Operator:* School District**PROGRAM DETAILS***Type:* ClassandPosition*Implementation Date:* July 1, 2018**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	5 to 8	50	1
Locations:				
Coopertown Elementary	An Elementary School Building	A building in which General Education programs are operated		

Program Position #91*Operator:* School District**PROGRAM DETAILS***Type:* ClassandPosition*Implementation Date:* July 1, 2018**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	8 to 11	10	0.5
Locations:				
Coopertown Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	8 to 11	25	0.5
Locations:				
Coopertown Elementary	An Elementary School Building	A building in which General Education programs are operated		

Program Position #92*Operator:* School District**PROGRAM DETAILS***Type:* ClassandPosition*Implementation Date:* July 1, 2018**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	5 to 7	20	1
Locations:				
Coopertown Elementary	An Elementary School Building	A building in which General Education programs are operated		

Program Position #93*Operator: School District***PROGRAM DETAILS***Type: Class and Position**Implementation Date: July 1, 2018***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	5 to 11	10	0.2
Justification: Age range is not exceeded during instructional time.				
Locations:				
Chatham Park Elementary	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	5 to 11	10	0.2
Justification: Age range is not exceeded during instructional time.				
Locations:				
Chestnutwold Elementary	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	5 to 11	10	0.2
Justification: Age range is not exceeded during instructional time.				
Locations:				
Coopertown Elementary	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	5 to 11	10	0.2
Justification: Age range is not exceeded during instructional time.				
Locations:				
Lynnewood Elementary	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	5 to 11	10	0.2
Justification: Age range is not exceeded during instructional time.				
Locations:				
Manoa Elementary	An Elementary School Building	A building in which General Education programs are operated		

Program Position #94*Operator: School District***PROGRAM DETAILS***Type: Class**Implementation Date: July 1, 2018***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	14 to 19	12	0.25
Justification: Age range is not exceeded during instructional time.				
Locations:				
Haverford High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 19	5	0.25
Justification: Age range is not exceeded during instructional time.				
Locations:				
Haverford High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 19	25	0.5
Justification: Age range is not exceeded during instructional time.				
Locations:				
Haverford High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #95*Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* July 1, 2018**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	14 to 19	12	0.25
Justification: Age range is not exceeded during instructional time.				
Locations:				
Haverford High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 19	5	0.25
Justification: Age range is not exceeded during instructional time.				
Locations:				
Haverford High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 19	25	0.5
Justification: Age range is not exceeded during instructional time.				
Locations:				
Haverford High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #96*Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* July 1, 2018**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	14 to 19	12	0.25
Justification: Age range is not exceeded during instructional time.				
Locations:				
Haverford High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 19	5	0.25
Justification: Age range is not exceeded during instructional time.				
Locations:				
Haverford High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 19	25	0.5
Justification: Age range is not exceeded during instructional time.				
Locations:				
Haverford High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #97*Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* July 1, 2018**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	14 to 19	12	0.25
Justification: Age range is not exceeded during instructional time.				
Locations:				
Haverford High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 19	5	0.25
Justification: Age range is not exceeded during instructional time.				
Locations:				
Haverford High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 19	25	0.5
Justification: Age range is not exceeded during instructional time.				
Locations:				
Haverford High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #98*Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* July 1, 2018**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	14 to 19	12	0.25
Justification: Age range is not exceeded during instructional time.				
Locations:				
Haverford High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 19	5	0.25
Justification: Age range is not exceeded during instructional time.				
Locations:				
Haverford High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 19	25	0.5
Justification: Age range is not exceeded during instructional time.				
Locations:				
Haverford High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #99*Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* July 1, 2018**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	14 to 19	15	0.75
Justification: Age range is not exceeded during instructional time.				
Locations:				
Haverford High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 19	5	0.25
Justification: Age range is not exceeded during instructional time.				
Locations:				
Haverford High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #100*Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* July 1, 2018**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	18 to 21	5	0.25
Locations:				
Brookline School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	18 to 21	12	0.25
Locations:				
Haverford High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	18 to 21	12	0.25
Locations:				
Haverford High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	18 to 21	5	0.25
Locations:				
Haverford High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #101*Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* July 1, 2018**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	14 to 19	12	0.25

Justification: Age range is not exceeded during instructional time.				
Locations:				
Haverford High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 19	5	0.25
Justification: Age range is not exceeded during instructional time.				
Locations:				
Haverford High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 19	25	0.5
Justification: Age range is not exceeded during instructional time.				
Locations:				
Haverford High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #102

Operator: School District

PROGRAM DETAILS

Type: Class

Implementation Date: July 1, 2018

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	14 to 19	12	0.25
Justification: Age range is not exceeded during instructional time.				
Locations:				
Haverford High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 19	5	0.25
Justification: Age range is not exceeded during instructional time.				
Locations:				
Haverford High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 19	25	0.5
Justification: Age range is not exceeded during instructional time.				
Locations:				
Haverford High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #103

Operator: School District

PROGRAM DETAILS

Type: Class

Implementation Date: July 1, 2018

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	14 to 19	12	0.25
Justification: Age range is not exceeded during instructional time.				
Locations:				
Haverford High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 19	5	0.25
Justification: Age range is not exceeded during instructional time.				
Locations:				
Haverford High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 19	25	0.5
Justification: Age range is not exceeded during instructional time.				
Locations:				
Haverford High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #104

Operator: School District

PROGRAM DETAILS

Type: Position

Implementation Date: September 4, 2018

Reason for the proposed change: Enrollment

Present Class Location: Itinerant Emotional Support Haverford High School

Proposed Class Location: Learning Support Chatham Park Elementary School

Length of time class has been in present location: 5 years

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	5 to 11	25	0.5
Justification: Age range is not exceeded during instructional time.				
Locations:				
Chatham Park Elementary	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	7 to 10	10	0.5
Justification: Age range is not exceeded during instructional time.				
Locations:				

Chatham Park Elementary	An Elementary School Building	A building in which General Education programs are operated		
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Program Position #105*Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* July 1, 2018**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	14 to 19	25	0.5
Justification: Age range is not exceeded during instructional time.				
Locations:				
Haverford High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 19	5	0.25
Justification: Age range is not exceeded during instructional time.				
Locations:				
Haverford High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 19	12	0.25
Justification: Age range is not exceeded during instructional time.				
Locations:				
Haverford High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #106*Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* July 1, 2018**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	14 to 19	25	0.5
Justification: Age range is not exceeded during instructional time.				
Locations:				
Haverford High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 19	5	0.25
Justification: Age range is not exceeded during instructional time.				
Locations:				

Haverford High School	A Senior High School Building	A building in which General Education programs are operated		
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Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 19	12	0.25
Justification: Age range is not exceeded during instructional time.				
Locations:				
Haverford High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #107*Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* July 1, 2018**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	14 to 19	12	0.25
Justification: Age range is not exceeded during instructional time.				
Locations:				
Haverford High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 19	5	0.25
Justification: Age range is not exceeded during instructional time.				
Locations:				
Haverford High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 19	25	0.5
Justification: Age range is not exceeded during instructional time.				
Locations:				
Haverford High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #108*Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* July 1, 2018**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	14 to 19	12	0.25
Justification: Age range is not exceeded during instructional time.				
Locations:				
Haverford High	A Senior High School	A building in which General Education		

School	Building	programs are operated		
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Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 19	5	0.25
Justification: Age range is not exceeded during instructional time.				
Locations:				
Haverford High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 19	25	0.5
Justification: Age range is not exceeded during instructional time.				
Locations:				
Haverford High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #109*Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* July 1, 2018**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	14 to 19	12	0.25
Justification: Age range is not exceeded during instructional time.				
Locations:				
Haverford High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 19	5	0.25
Justification: Age range is not exceeded during instructional time.				
Locations:				
Haverford High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 19	25	0.5
Justification: Age range is not exceeded during instructional time.				
Locations:				
Haverford High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #110*Operator:* School District**PROGRAM DETAILS***Type:* Class

Implementation Date: July 1, 2018

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	14 to 19	12	0.25
Justification: Age range is not exceeded during instructional time.				
Locations:				
Haverford High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 19	5	0.25
Justification: Age range is not exceeded during instructional time.				
Locations:				
Haverford High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 19	25	0.5
Justification: Age range is not exceeded during instructional time.				
Locations:				
Haverford High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #111

Operator: Intermediate Unit

PROGRAM DETAILS

Type: Class

Implementation Date: July 1, 2018

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Multiple Disabilities Support	14 to 21	8	1
Justification: Parent consent via NOREP agreeing to IEP which indicates that the student will continue to make meaningful progress and educational benefit from placement in a classroom in which the age range of students exceeds the range prescribed by law because (a) the placement will ensure continuity of instructional grouping in the least restrictive setting; and (b) the developmental and instructional needs of the students in this setting are within an appropriate enough range of each other to enable group instruction.				
Locations:				
Haverford High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #112

Operator: School District

PROGRAM DETAILS

Type: Position

Implementation Date: July 1, 2018

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language	5 to 11	65	1

	Support			
Justification: Age range is not exceeded during instructional time.				
Locations:				
Chatham Park Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #113*Operator:* School District**PROGRAM DETAILS***Type:* Position*Implementation Date:* July 1, 2018**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	5 to 11	39	0.6
Justification: Age range is not exceeded during instructional time.				
Locations:				
Chestnutwold Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #114*Operator:* School District**PROGRAM DETAILS***Type:* Position*Implementation Date:* July 1, 2018**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	5 to 11	32	0.5
Justification: Age range is not exceeded during instructional time.				
Locations:				
Coopertown Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #115*Operator:* School District**PROGRAM DETAILS***Type:* Position*Implementation Date:* July 1, 2018**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	5 to 11	65	1
Justification: Age range is not exceeded during instructional time.				
Locations:				
Coopertown Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #116

Operator: School District

PROGRAM DETAILS

Type: Position

Implementation Date: July 1, 2018

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	5 to 11	65	1
Justification: Age range is not exceeded during instructional time.				
Locations:				
Lynnewood Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #117

Operator: School District

PROGRAM DETAILS

Type: Position

Implementation Date: July 1, 2018

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	5 to 11	65	1
Justification: Age range is not exceeded during instructional time.				
Locations:				
Manoa Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #118

Operator: School District

PROGRAM DETAILS

Type: Position

Implementation Date: July 1, 2018

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	11 to 14	65	1
Locations:				
Haverford Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #119

Operator: School District

PROGRAM DETAILS

Type: Position

Implementation Date: July 1, 2018

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	11 to 14	65	1

Locations:				
Haverford Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #120*Operator: School District***PROGRAM DETAILS***Type: Position**Implementation Date: July 1, 2018***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	14 to 21	65	1
Justification: Age range is not exceeded during instructional time.				
Locations:				
Haverford High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #121*Operator: School District***PROGRAM DETAILS***Type: ClassandPosition**Implementation Date: July 1, 2018***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	11 to 14	10	0.5
Locations:				
Haverford Middle School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	11 to 14	25	0.5
Locations:				
Haverford Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #122*Operator: School District***PROGRAM DETAILS***Type: ClassandPosition**Implementation Date: July 1, 2018***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	11 to 14	50	1
Locations:				
Haverford Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #123*Operator:* School District**PROGRAM DETAILS***Type:* ClassandPosition*Implementation Date:* July 1, 2018**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	11 to 14	10	0.2
Locations:				
Haverford Middle School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	11 to 14	16	0.8
Locations:				
Haverford Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #124*Operator:* School District**PROGRAM DETAILS***Type:* ClassandPosition*Implementation Date:* July 1, 2018**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	11 to 14	10	0.2
Locations:				
Haverford Middle School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	11 to 14	16	0.8
Locations:				
Haverford Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #125*Operator:* School District**PROGRAM DETAILS***Type:* ClassandPosition*Implementation Date:* July 1, 2018**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	11 to 14	25	0.5

Locations:				
Haverford Middle School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	11 to 14	5	0.25
Locations:				
Haverford Middle School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	11 to 14	12	0.25
Locations:				
Haverford Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #126*Operator:* School District**PROGRAM DETAILS***Type:* ClassandPosition*Implementation Date:* July 1, 2018**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	11 to 14	50	1
Locations:				
Haverford Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #127*Operator:* School District**PROGRAM DETAILS***Type:* ClassandPosition*Implementation Date:* July 1, 2018**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	11 to 14	10	0.2
Locations:				
Haverford Middle School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	11 to 14	16	0.8
Locations:				
Haverford Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #128*Operator:* School District**PROGRAM DETAILS***Type:* ClassandPosition*Implementation Date:* July 1, 2018**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	11 to 14	25	0.5
Locations:				
Haverford Middle School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	11 to 14	6	0.3
Locations:				
Haverford Middle School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	11 to 14	10	0.2
Locations:				
Haverford Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #129*Operator:* School District**PROGRAM DETAILS***Type:* ClassandPosition*Implementation Date:* July 1, 2018**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	11 to 14	10	0.2
Locations:				
Haverford Middle School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	11 to 14	16	0.8
Locations:				
Haverford Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #130*Operator:* School District**PROGRAM DETAILS**

Type: ClassandPosition

Implementation Date: July 1, 2018

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	11 to 14	10	0.2
Locations:				
Haverford Middle School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	11 to 14	16	0.8
Locations:				
Haverford Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #131

Operator: School District

PROGRAM DETAILS

Type: ClassandPosition

Implementation Date: July 1, 2018

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	11 to 14	20	1
Locations:				
Haverford Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #132

Operator: School District

PROGRAM DETAILS

Type: ClassandPosition

Implementation Date: July 1, 2018

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	11 to 14	50	1
Locations:				
Haverford Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #133

Operator: School District

PROGRAM DETAILS

Type: ClassandPosition

Implementation Date: July 1, 2018

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	11 to 14	20	1
Locations:				
Haverford Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #134*Operator:* School District**PROGRAM DETAILS***Type:* ClassandPosition*Implementation Date:* July 1, 2018**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	11 to 14	20	1
Locations:				
Haverford Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #135*Operator:* School District**PROGRAM DETAILS***Type:* ClassandPosition*Implementation Date:* July 1, 2018**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	11 to 14	25	0.5
Locations:				
Haverford Middle School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	11 to 14	5	0.25
Locations:				
Haverford Middle School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	11 to 14	12	0.25
Locations:				
Haverford Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #136*Operator:* School District

PROGRAM DETAILS*Type: ClassandPosition**Implementation Date: July 1, 2018***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	11 to 14	25	0.5
Locations:				
Haverford Middle School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	11 to 14	8	0.4
Locations:				
Haverford Middle School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	11 to 14	5	0.1
Locations:				
Haverford Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #137*Operator: School District***PROGRAM DETAILS***Type: ClassandPosition**Implementation Date: July 1, 2018***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	11 to 14	25	0.5
Locations:				
Haverford Middle School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	11 to 14	8	0.4
Locations:				
Haverford Middle School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	11 to 14	5	0.1
Locations:				
Haverford Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #138*Operator:* School District**PROGRAM DETAILS***Type:* ClassandPosition*Implementation Date:* September 4, 2018**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Autistic Support	5 to 11	8	1
Justification: Age range is not exceeded during instructional time.				
Locations:				
Coopertown Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #139*Operator:* School District**PROGRAM DETAILS***Type:* ClassandPosition*Implementation Date:* September 4, 2018**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Autistic Support	11 to 14	8	1
Locations:				
Haverford Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #140*Operator:* School District**PROGRAM DETAILS***Type:* Position*Implementation Date:* September 4, 2018**PROGRAM SEGMENTS**

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

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	5 to 11	25	0.5
Justification: Age range is not exceeded during instructional time.				
Locations:				
Manoa Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Special Education Support Services

Support Service	Location	Teacher FTE
Director of Pupil Services and Special Education	Oakmont Administration Building	1
Pupil Services Coordinator	Oakmont Administration Building	1
Coordinator of Elementary Special Programs	Oakmont Administration Building	1
Coordinator of Secondary Special Programs	Oakmont Administration Building	1
School Psychologist	Haverford High School	1
School Psychologist	Haverford Middle School	1
School Psychologist	Manoa Elementary	1
School Psychologist	Lynnewood Elementary	1
School Psychologist	Chestnutwold Elementary	1
School Psychologist	Chatham Park	1
School Psychologist	Coopertown	0.8
Home and School Visitor	All Schools	2
Paraprofessional	All Schools	116
Occupational Therapist	Chatham Park Elementary, Haverford Middle School, Haverford High School	1
Occupational Therapist	Chestnutwold Elementary, Coopertown Elementary	1
Occupational Therapist	Lynnewood Elementary, Manoa Elementary	1
Certified Occupational Therapy Assistant	Haverford Middle School	1
Coordinator of Middle Level Special Programs (Haverford Middle School and Gifted K-8)	Oakmont	1

Special Education Contracted Services

Special Education Contracted Services	Operator	Amt of Time per Week
Physical Therapy	Outside Contractor	80 Hours
Psychological Counseling	Outside Contractor	4 Days
Board Certified Behavior Analyst	Outside Contractor	0.5 Days

Needs Assessment

Record School Patterns

Question:

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

What other information do you still need to assess?

Answer:

District Accomplishments

Accomplishment #1:

Haverford High School had 394 students take 730 AP Exams in 2017-18. 83.3% of all exam scores were a 3, 4 or 5. The average score was 3.63.

Accomplishment #2:

On average 94% of graduates of Haverford High School continue their education post high school. Approximately 76% attend 4-year college, 18% attend 2-year college.

Accomplishment #3:

The Class of 2018 in the SDHT had 88 students take the ACTs and 330 students take the SATs.

ACT summary:

- English mean score 25.6
- Math mean score 26.3
- Reading mean score 26.4
- Science Reasoning mean score 25.0

SAT summary:

- Reading mean score 590

- Math mean score 590

Accomplishment #4:

SDHT Keystone 2017 scores:

- Algebra 1: 92.8 % scored Advanced or Proficient which was 27.2% higher than the State average
- Biology: 81.6% scored Advanced or Proficient which was 18.2% higher than the State average
- Literature: 87.1 scored Advanced or proficient which was 14.4% higher than the State average

SDHT Algebra 1 score was in the top 1% of the entire State.

SDHT Biology score was in the top 15% of the State.

SDHT Literature score was in the top 19% of the State.

Accomplishment #5:

HTSD 2017 PSSA District scores:

Subject	Grade	SDHT Score	State Score	Comments
Math	3	81.1%	54.5%	26.6% above the State average
Math	4	76.8%	46.6%	30.2% above the State average
Math	5	66.6%	43.8%	22.8% above the State average
Math	6	59.7%	40.3%	19.4% above the State average
Math	7	61.6%	37.8%	23.8% above the State average
Math	8	60.7%	32.5%	28.2% above the State average
ELA	3	89.9%	64.6%	25.3% above the State average
ELA	4	89.8%	60.9%	28.9% above the State average

ELA	5	89.2%	59.6%	29.6% above the State average
ELA	6	88.2%	63.6%	24.6% above the State average
ELA	7	86.1%	59.5%	26.6% above the State average
ELA	8	85.1%	58.9%	26.2% above the State average
Science	4	93.6%	74.5%	19.1% above the State average
Science	8	77.8%	52.7%	25.1% above the State average

Accomplishment #6:

SDHT growth scores based on the 2017 State testing:

- Keystone Algebra 1 was dark blue with a growth measure of 27.6
- Keystone Biology was dark blue with a growth score of 7.6
- PSSA Math growth scores in grades 4 and 6 were green and grade 8 was dark blue
- PSSA ELA growth scores in grades 4, 5, 6, 8 were green and grade 7 was light blue
- PSSA Science growth score in grade 4 was green

SDHT quintile diagnostic summary based on the 2017 State testing:

- All five achievement groups in Algebra 1 and Biology were light blue (light blue highest indicator of growth)
- Achievement groups from 1 (lowest) to 3 (middle) in ELA were light blue. The 4th group was green.
- PSSA Math: grade 8 was light blue in 4 of the 5 achievement groups with the remaining group in the green
- PSSA ELA: 22 of the 25 achievement groups in grades 3 through 8 were green or light blue
- PSSA Science: all of grade 4 achievement groups were in the green, while 3 of the 5 groups in grade 8 were green or light blue

District Concerns

Concern #1:

There is a decline in PSSA Math achievement from grade 3 to grade 8.

Grade 3 81.1%

Grade 4 76.8%

Grade 5 66.6%

Grade 6 59.7%

Grade 7 61.6%

Grade 8 60.7%

Concern #2:

The growth score in 2017 for the Keystone Literature was red with a growth score of -2.7

Concern #3:

Using the Quintile Diagnostic Summary for 2017 there is a pattern of the highest achievement group in PSSA Math in grades 4, 5 and 7 showing moderate evidence that the group did not meet the standard for PA Academic Growth (red).

Using the same report in, grade 5 achievement groups from 2 to 5 (highest) all scored in the red.

Concern #4:

Using the District Quintile Diagnostic Summary for the 2017 PSSA ELA test, our highest achievement group in grades 4, 5 and 7 did not meet the expected standard for PA Academic Growth (red).

Concern #5:

Using the District Quintile Diagnostic Summary for the 2017 PSSA Science test, our highest achievement group in grade 8 did not meet the expected standard for PA Academic Growth (red). The middle achievement growth also scored in the red.

Concern #6:

Using the 2017 PSSA scores in ELA, Math and Science, our Historically Underperforming students score approximately 24% below all students in the SDHT.

- ELA All 88.1% HU 64.7%
- Math All 67.8% HU 39.1%
- Science All 85.8% HU 65.4%

Using the 2017 scores for juniors in the Keystone Exams, our historically underperforming students score approximately 19% below all students.

- Algebra 1 All 92.8% HU 76.7%
- Biology All 81.6% HU 62.2%
- ELA All 87.1% HU 66.6%

Prioritized Systemic Challenges

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

Aligned Concerns:

There is a decline in PSSA Math achievement from grade 3 to grade 8.

Grade 3 81.1%

Grade 4 76.8%

Grade 5 66.6%

Grade 6 59.7%

Grade 7 61.6%

Grade 8 60.7%

The growth score in 2017 for the Keystone Literature was red with a growth score of -2.7

Using the Quintile Diagnostic Summary for 2017 there is a pattern of the highest achievement group in PSSA Math in grades 4, 5 and 7 showing moderate evidence that the group did not meet the standard for PA Academic Growth (red).

Using the same report in, grade 5 achievement groups from 2 to 5 (highest) all scored in the red.

Using the District Quintile Diagnostic Summary for the 2017 PSSA ELA test, our highest achievement group in grades 4, 5 and 7 did not meet the expected standard for PA Academic Growth (red).

Using the District Quintile Diagnostic Summary for the 2017 PSSA Science test, our highest achievement group in grade 8 did not meet the expected standard for PA Academic Growth (red). The middle achievement growth also scored in the red.

Using the 2017 PSSA scores in ELA, Math and Science, our Historically Underperforming students score approximately 24% below all students in the SDHT.

- ELA All 88.1% HU 64.7%
- Math All 67.8% HU 39.1%
- Science All 85.8% HU 65.4%

Using the 2017 scores for juniors in the Keystone Exams, our historically underperforming students score approximately 19% below all students.

- Algebra 1 All 92.8% HU 76.7%
- Biology All 81.6% HU 62.2%
- ELA All 87.1% HU 66.6%

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

District Level Plan

Action Plans

Goal #1: Implement curriculum review cycle to ensure regular and systematic update to K-12 curriculum to become aligned to the Pennsylvania Core and Academic Standards.

Related Challenges:

- Establish a district system that fully ensures consistent implementation of standards aligned curricula across all schools for all students.

Indicators of Effectiveness:

Type: Annual

Data Source: Completed cycle steps for various curricular areas

Specific Targets: Staff implementation surveys reflect growing levels of comfort with new or revised curriculum and materials.

Curriculum documents and units developed or revised and made easily accessible through electronic means

Observation of use of new curriculum and/or materials during informal and formal visits and walkthroughs

Type: Annual

Data Source: Student achievement

Specific Targets: Improved results on standardized tests, such as PSSAs, Keystone, SATs, AP exams, and local assessments

Strategies:

Acquiring Knowledge and Updating Curricula to Meet the Rigor of the PA Core and Academic Standards

Description:

Curriculum review cycle requires the systematic and thorough examination of curriculum, instruction, and assessment, ensuring alignment with PA Core and Academic Standards.

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

Implementation Steps:***Implementation Steps for Acquiring Knowledge and Updating Curricula to Meet the Rigor of the PA Core and Academic Standards*****Description:**

*Utilize curriculum review cycle to ensure close examination and gap analysis of PA Core and Academic Standards.

2018-2019: ELA Implementation, Science/STEM Develop, Social Studies Audit;

2019-2020: Social Studies Develop, Science/STEM Implement, Math Audit;

2020-2021: Social Studies Implement, Math Develop;

2021-2022: Math Implement

*Align all curriculum, instruction and assessment, including special education, with PA Core and Academic Standards, process followed according to timeline above.

Audit includes: internal audit of current resources, performance data, student, teacher, and family feedback, gap analysis; external audit of standards, national organizations, high-performing systems, available resources.

Development includes: curriculum scope and sequence, procurement of resources, unit development.

Implementation includes: professional development, lesson development, monitoring through performance and observation, feedback loops, evaluation

*Train teachers in work that expands their content knowledge in their areas of assignment - during the audit, develop, and implement stages,

teachers unpack standards and perform gap analysis. This includes conducting outside research and participating in professional development.

*Utilize teachers who have expertise in curricular areas and knowledge to provide professional learning opportunities to peers - as part of implementation, teachers are designated as mentors to conduct PD and provide just in time assistance to peers. A lead teacher and/or coaches also support teachers in learning more about the content and pedagogy for each step

Start Date: 7/1/2019 **End Date:** 6/30/2022

Program Area(s): Professional Education, Special Education

Supported Strategies:

- Acquiring Knowledge and Updating Curricula to Meet the Rigor of the PA Core and Academic Standards

Goal #2: Enhance educator knowledge of effective research based instructional practices that increase performance and growth for all learners, Historically Underperforming learners, and growth for advanced learners.

Related Challenges:

- Establish a district system that fully ensures consistent implementation of standards aligned curricula across all schools for all students.
- Establish a district system that fully ensures the consistent implementation of effective instructional practices across all classrooms in each school.

Indicators of Effectiveness:

Type: Annual

Data Source: PSSAs, Keystone Exams, SATs, AP exams, and curriculum based assessments

Specific Targets: Increase percentage of all students, and Historically Underperforming students earning high, proficient, and/or advanced scores.

Type: Annual

Data Source: Professional development surveys

Specific Targets: 80% of respondents will agree or strongly agree that practices have changed.

80% of respondents will agree that student achievement has been impacted.

Type: Annual

Data Source: PVAAS

Specific Targets: Increased growth scores for highest performing students, all students, and Historically Underperforming students.

Strategies:

District-wide Implementation of Elements of Effective Lessons in order to Meet the Instructional Needs of All Learners

Description:

The single most influential school-based factor on student achievement is the teacher. Yet there is more variability in the quality of teaching within a building than there is across buildings. Therefore we are focusing as a district on effective lessons and the systematic and regular use of the elements of strong lessons: anticipatory set, objectives, modeling, guided practice, formative assessment, adjustments to instruction, and independent practice. We will also utilize data analysis protocols that will help to identify students in need as well as determine areas of need in order to better inform and adjust instruction.

Our advanced learners continue to demonstrate achievement, but do not show as much growth as the others. By aligning our curriculum with the more rigorous PA Core standards, updating curriculum materials to include high-level complex text, increasing the use of formative assessment to inform instruction, and using data to identify students and monitor their progress, we will increase the growth of our advanced students.

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

21st Century Learning

Description:

Over the last decade, an enormous amount of energy has been expended on the research and development of 21st century education. However, if 21st century education is ever going to make a difference in the lives of students, teachers must have the support they need to do this work in classrooms every day. The teaching critical thinking and problem solving, communication, collaboration, and creativity and innovation are not new concepts for educators. In fact, they are the basis of great teaching, and most teachers aspire to teach in a manner that incorporates these strategies. The number of students leaving our K-12 schools and districts with effective critical thinking, communication, collaboration, and creativity skills, however, is very uneven. We now know, based on the work of the 21st Century Skills movement, that every child needs these skills to be an effective citizen and participant in the new global economy.

SAS Alignment: Instruction, Materials & Resources

Initiate Belonging and Sociocultural Identity in Schools (BASIS)
District-wide programming

Description:

There is much research being conducted on the role that belonging plays in academic achievement for all students, especially those who are typically disenfranchised, such as the historically underperforming students. By increasing awareness of sociocultural identities and the role they play in engendering a sense of belonging, these students will improve their academic achievement as well as grow socially and emotionally.

SAS Alignment: Instruction, Safe and Supportive Schools

Implementation Steps:

*Implementation Steps for District-wide Implementation of
 Elements of Effective Lessons in order to Meet the Instructional
 Needs of All Learners*

Description:

*District-wide ongoing professional learning in the area of Elements of Effective Lessons (Mike Schmoker)

*Develop and facilitate teacher-run professional development to ensure the use of eight elements of effective lessons: anticipatory set, objectives,

modeling, guided practice, checking for understanding, adjusting instruction, independent practice.

Year 1 - Learn about and practice all elements, Work with Webb's Depth of Knowledge to develop appropriate questions including levels 3 and 4, Develop appropriate question stems for instruction and assessment

Year 2 - Focus on Checks for Understanding

Year 3 and beyond - Focus on Adjusting Instruction

*Revise/develop common data analysis procedures in order to better inform Professional Learning Community work as well as daily instruction.

*Develop a common procedure to read and interpret data (PSSA, Keystone, benchmark exams) through the use of the data warehouse, Performance Plus

Year 1 - Establish, train, and utilize What, So What, Now What protocol to analyze PSSA and benchmark data with administrators, coaches, and teams of teachers

Year 2 - Utilize What, So What, Now What protocol to analyze PSSA, Benchmark, Curriculum Based Assessment, Formative Assessments and other relevant data with administrators, coaches and teams of teachers in order to identify advanced and underperforming students as well as any others in need of targeted intervention.

Year 3 and beyond - Continued use of What, So What, Now What protocol by PLC and building/department teams

Start Date: 7/1/2019 **End Date:** 6/30/2022

Program Area(s): Professional Education

Supported Strategies:

- District-wide Implementation of Elements of Effective Lessons in order to Meet the Instructional Needs of All Learners

Implementation Steps for 21st Century Learning

Description:

Focusing on 21 Century Skills, specifically the 4 C's Communication, Collaboration, Creativity, and Critical Thinking we will implement a Technology Department review plan to ensure the students and staff have access to technology and training to accomplish these 21st century skills.

Year 1

- Internal review of all technology staff current job descriptions, roles, and responsibilities
- Develop and initiate survey for technology staff to complete-current role & responsibilities, skill set, strengths of the department and areas we can grow
- Technology budget review for the past 3 years
- Disaggregate data into equipment and software categories with each category having instructional and operational subcategories
- Inventory all technology equipment throughout the district
- Investigate effective rec systems (School Dude, etc.) to record, assign, and document resolve for technology issues in a timely manner
- Research and explore technology departmental review systems
- End of year 1 propose a Technology Review plan for the SDHT

Year 2 - Follow prescribed action steps for Technology Review plan development and required training

Year 3 - Implement Technology Plan

Start Date: 8/31/2018 **End Date:** 9/30/2022

Program Area(s): Professional Education, Educational Technology

Supported Strategies:

- 21st Century Learning

Implementation Steps for Initiating and Implementing Belonging and Sociocultural Identity in Schools (BASIS) District-wide Programming

Description:

Year 1 - Research and PD on sociocultural identity and belonging

Year 2 - Development and Implementation of BASIS Plan

Join and participate in PD provided by Delaware Valley Consortium on Excellence and Equity

Create secondary level building BASIS committees

Conduct socio-cultural identity training for all staff and faculty as well as secondary BASIS committee students

Building based BASIS events (2/year) as developed by students

K12 Visual Audit created and conducted by outside provider as well as BASIS Committee members

Conduct, analyze and respond to secondary student Belonging Survey

Train and implement Responsive Classroom element: Morning Meeting in all elementary classrooms

Year 3 - Continued Implementation and Expansion of BASIS Plan

Continue all of the above including Sociocultural Identity training Part 2

Increase number of student events and create at least 1 community event

Increase the number of elementary teachers receiving Responsive Classroom Training

Train and implement Responsive Classroom element: Teacher Talk

Start Date: 8/1/2018 **End Date:** 9/30/2022

Program Area(s): Student Services

Supported Strategies:

- Initiate Belonging and Sociocultural Identity in Schools (BASIS) District-wide programming

Appendix: Professional Development Implementation Step Details

LEA Goals Addressed:	Implement curriculum review cycle to ensure regular and systematic update to K-12 curriculum to become aligned to the Pennsylvania Core and Academic Standards.	Strategy #1: Acquiring Knowledge and Updating Curricula to Meet the Rigor of the PA Core and Academic Standards
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Start	End	Title	Description
			*Utilize curriculum review cycle to ensure close examination and gap analysis of PA Core and Academic Standards.
			2018-2019: ELA Implementation, Science/STEM Develop, Social Studies Audit;
			2019-2020: Social Studies Develop, Science/STEM Implement, Math Audit;
			2020-2021: Social Studies Implement, Math Develop;
7/1/2019	6/30/2022	Implementation Steps for Acquiring Knowledge and Updating Curricula to Meet the Rigor of the PA Core and Academic Standards	2021-2022: Math Implement
			*Align all curriculum, instruction and assessment, including special education, with PA Core and Academic Standards, process followed according to timeline above.
			Audit includes: internal audit of current resources, performance data, student, teacher, and family feedback, gap analysis; external audit of standards, national organizations, high-performing systems, available resources.
			Development includes: curriculum scope and sequence, procurement of resources,

unit development.

Implementation includes: professional development, lesson development, monitoring through performance and observation, feedback loops, evaluation

*Train teachers in work that expands their content knowledge in their areas of assignment - during the audit, develop, and implement stages, teachers unpack standards and perform gap analysis. This includes conducting outside research and participating in professional development.

*Utilize teachers who have expertise in curricular areas and knowledge to provide professional learning opportunities to peers - as part of implementation, teachers are designated as mentors to conduct PD and provide just in time assistance to peers. A lead teacher and/or coaches also support teachers in learning more about the content and pedagogy for each step

Person Responsible	SH	S	EP	Provider	Type	App.
Director of Curriculum and Instruction	1.5	10	30	Curriculum Coordinators, outside providers, local professors	School Entity	No

Knowledge

Participants identify gaps between what is currently offered and what is recommended according to standards, local experts and national organizations.

Participants research resources and develop units to fill the identified gaps.

Supportive Research

Marzano, Schmoker, Hattie and others agree that a "guaranteed, viable curriculum" is the key to success for all students.

Designed to Accomplish

For classroom teachers, school counselors and education specialists:

Enhances the educator's content knowledge in the area of the educator's certification or assignment.

Increases the educator's teaching skills based on research on effective practice, with

attention given to interventions for struggling students.

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

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

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

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

Instructs the leader in managing resources for effective results.

Training Format	Series of Workshops		
Participant Roles	Classroom teachers Principals / Asst. Principals New Staff Related Service Personnel Parents	Grade Levels	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
Follow-up Activities	Creating lessons to meet varied student learning styles Peer-to-peer lesson discussion Lesson modeling with mentoring Joint planning period activities	Evaluation Methods	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. Student PSSA data Classroom student assessment data Participant survey Review of participant lesson plans

LEA Goals Addressed:	Enhance educator knowledge of effective research based instructional practices that	Strategy #1: District-wide Implementation of Elements of Effective Lessons in order to
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increase performance and growth for all learners, Historically Underperforming learners, and growth for advanced learners.

Meet the Instructional Needs of All Learners

Start	End	Title	Description
			<p>*District-wide ongoing professional learning in the area of Elements of Effective Lessons (Mike Schmoker)</p> <p>*Develop and facilitate teacher-run professional development to ensure the use of eight elements of effective lessons: anticipatory set, objectives, modeling, guided practice, checking for understanding, adjusting instruction, independent practice.</p> <p>Year 1 - Learn about and practice all elements, Work with Webb's Depth of Knowledge to develop appropriate questions including levels 3 and 4, Develop appropriate question stems for instruction and assessment</p> <p>Year 2 - Focus on Checks for Understanding</p> <p>Year 3 and beyond - Focus on Adjusting Instruction</p> <p>*Revise/develop common data analysis procedures in order to better inform Professional Learning Community work as well as daily instruction.</p> <p>*Develop a common procedure to read and interpret data (PSSA, Keystone, benchmark exams) through the use of the data warehouse, Performance Plus</p> <p>Year 1 - Establish, train, and utilize What, So What, Now What protocol to analyze</p>
7/1/2019	6/30/2022	Implementation Steps for District-wide Implementation of Elements of Effective Lessons in order to Meet the Instructional Needs of All Learners	

PSSA and benchmark data with administrators, coaches, and teams of teachers

Year 2 - Utilze What, So What, Now What protocol to analyze PSSA, Benchmark, Curriculum Based Assessment, Formative Assessments and other relevant data with administrators, coaches and teams of teachers in order to identify advanced and underperforming students as well as any others in need of targeted intervention.

Year 3 and beyond - Continued use of What, So What, Now What protocol by PLC and building/department teams

Person Responsible	SH	S	EP	Provider	Type	App.
Director of Curriculum and Instruction	2.5	4	425	Mike Schmoker, Teacher Facilitators	School Entity	No

Knowledge Teachers can define, develop, and effectively implement the eight elements of effective lessons regularly

Supportive Research See Results Now, Focus, and Leading with Focus all by Mike Schmoker

Designed to Accomplish

For classroom teachers, school counselors and education specialists:

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

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

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

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

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

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

Instructs the leader in managing resources for effective results.

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

LEA Goals Addressed:	Enhance educator knowledge of effective research based instructional practices that increase performance and growth for all learners, Historically Underperforming learners, and growth for advanced learners.	Strategy #1: Initiate Belonging and Sociocultural Identity in Schools (BASIS) District-wide programming
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Start	End	Title	Description
		Implementation Steps for Initiating and Implementing Belonging and Sociocultural Identity in Schools (BASIS) District-wide Programming	Year 1 - Research and PD on sociocultural identity and belonging
			Year 2 - Development and Implementation of BASIS Plan
			Join and participate in PD provided by Delaware Valley Consortium on Excellence and Equity
			Create secondary level building BASIS committees
			Conduct socio-cultural identity training for all staff and faculty as well as secondary BASIS committee students
			Building based BASIS events (2/year) as developed by students
			K12 Visual Audit created and conducted by outside provider as well as BASIS Committee members
			Conduct, analyze and respond to secondary student Belonging Survey
			Train and implement Responsive Classroom element: Morning Meeting in all elementary classrooms
			Year 3 - Continued Implementation and Expansion of BASIS Plan
			Continue all of the above including Sociocultural Identity training Part 2
			Increase number of student events and create at least 1 community event
			Increase the number of elementary teachers receiving Responsive Classroom Training
			Train and implement Responsive Classroom element: Teacher Talk

Person Responsible	SH	S	EP	Provider	Type	App.
Sara Christianson	2.5	2	425	Watershed Consulting	For Profit Company	No

Knowledge

Sociocultural identity and its role in education

Strategies to increase sense of belonging

Students pick up signals from their schools and peers about whether or not they belong, perceptions that can affect their success both inside and outside the classroom, a growing body of research finds. In a 2016 study, the researchers found that students whose teachers participated in training about the importance of empathy in the classroom were half as likely to be suspended by the end of the school year than students whose teachers had not participated.

Supportive Research

Researchers from the University of Texas, Yale University, and Stanford University surveyed middle school students about trust and fairness at school. They found black and white students had similar responses on the trust survey at the start of 6th grade, but a “trust gap” developed by the spring of 7th grade, when black students’ average score dropped to its lowest point in middle school. A lack of trust in school correlated with higher subsequent discipline rates and a lower likelihood of later enrollment in a four-year university.

Students who are underrepresented in a school setting or who are part of a group that is subject to negative stereotypes may respond differently to failure or criticism from a teacher, researching psychologists say.

Those students may see such experiences as confirmation that they are less capable than their peers. Schools can counteract those effects by discussing how to learn from failure and by encouraging teachers to be “warm demanders” who set high expectations for students and encourage their potential, researching psychologists say.

Designed to Accomplish

For classroom teachers, school counselors and education specialists: Increases the educator’s teaching skills based on research on effective practice, with attention given to interventions for struggling students.
Empowers educators to work effectively with parents and community partners.

For school and district administrators, and other educators seeking leadership roles: Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.

Training Format	Series of Workshops		
Participant Roles	Dir	Classroom teachers Principals / Asst. Principals Supt / Ast Supts / CEO / Ex	Grade Levels Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
		School counselors Paraprofessional Classified Personnel New Staff Other educational specialists Related Service Personnel	
Follow-up Activities	Analysis of student work, with administrator and/or peers Journaling and reflecting	Evaluation Methods	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. Student PSSA data Participant survey

District Level Affirmations

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

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

No signature has been provided

Board President

No signature has been provided

Superintendent/Chief Executive Officer

Special Education Affirmations

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

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

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

No signature has been provided

Board President

No signature has been provided

Superintendent/Chief Executive Officer