

Springfield Township SD

District Level Plan

07/01/2020 - 06/30/2023

District Profile

Demographics

1901 E Paper Mill Rd
 Oreland, PA 19075
 (215)233-6000
 Superintendent: Dr. Nancy Hacker
 Director of Special Education: Dr. Damian Johnston

Planning Process

The district sought community, staff, student, and parent participation by personal invitation, district website, and eblasts. The superintendent appointed individuals to the various committees based on their roles and responsibilities.

The following committees were established:

- **Safe and Supportive Schools:** Damian Johnston, Director of Special Education - Chair
- **Special Education:** Damian Johnston, Director of Special Education - Chair
- **Professional Education:** MaryJo Yannacone, Assistant Superintendent for Curriculum and Instruction - Chair

The work of the committees includes an assessment of current practices and development of a vision for the future that supports our district mission.

The timeline for committee meetings was:

<i>January 2019</i>	Committees formed; meetings held regularly, in concert with subcommittee meetings that occurred weekly-monthly
<i>July 2019</i>	Committees meet with district leadership team to develop district vision for July 2020-June 2023
<i>August 2019</i>	Vision refined by district leadership team
<i>September 2019</i>	Plan presented to Board of School Directors for review and input
<i>October 2019</i>	Plan presented to the public for review and comment
<i>November 2019</i>	Plan adopted by Board of School Directors

Mission Statement

The mission of the School District of Springfield Township is to educate and develop all students as learners and citizens who are high-achieving, resilient, and responsible in a changing global community.

Vision Statement

The vision of the School District of Springfield Township is to inspire all students, through innovative practices, to think independently in preparation for a lifetime of learning.

Shared Values

We believe:

- All students must be challenged through differentiated teaching practices to reach their personal best.
- Education must be relevant and innovative in our changing global society.
- All students must take responsibility for their education.
- Students and staff work best in a supportive, energized environment.
- The vitality of the school and the vitality of the community are interdependent.

In addition, our district believes in six goals for educational equity as the foundation of our mission, vision and values.

- **Goal 1: Comparably High Academic Achievement and Other Student Outcomes** – As data on academic achievement and other student outcomes are disaggregated and analyzed, one sees high comparable performance for all identifiable groups of learners, and achievement, attainment, and performance gaps are virtually non-existent.
- **Goal 2: Equitable Access and Inclusion** – there exists unobstructed entrance into, involvement of and full participation of all learners in all programs and activities within our schools.
- **Goal 3: Equitable Treatment** – Patterns of interaction between individuals and within our school communities are characterized by acceptance, valuing, respect, support, safety and security, such that all students feel challenged to become invested in pursuing learning and excellence without fear of threat, humiliation, danger or disregard.
- **Goal 4: Equitable Opportunity to Learn** – the creation of learning opportunities so that every child, regardless of background, characteristics, or identified needs, is presented with the challenge to reach high standards and is given the requisite pedagogical, social, emotional and psychological supports to achieve the high standards of excellence that are established.
- **Goal 5: Equitable Resources** – Funding, staffing, and other resources are manifested in the existence of equitably assigned qualified staff, appropriate facilities, other environmental learning spaces, instructional hardware and software, and instructional materials and equipment, and all instructional supports are distributed in an equitable and fair manner such

that the notion that all diverse learners must achieve high academic standards and other school outcomes.

- **Goal 6: Equitable Shared Accountability** – The assurance that all education stakeholders accept responsibility and hold themselves and each other responsible for every learner having full access to quality education, qualified teachers, challenging curriculum, full opportunity to learn, and appropriate, sufficient support for learning so that they can achieve at excellent levels in academic and other student outcomes.

Educational Community

The School Entity

The School District of Springfield Township is one of 500 public school districts in Pennsylvania. Springfield Township is located in suburban Philadelphia, Montgomery County, adjacent to the Chestnut Hill section of Philadelphia. It covers 6.8 square miles. There are four communities in Springfield Township: Oreland, Flourtown, Wyndmoor, and Erdenheim. The population is approximately 19,500. The community is mainly residential with a low percentage of small businesses. Many occupations are represented in the parent group with over 70% in the business, professional, and commercial areas.

Facilities

The school district educates approximately 2,400 students in grades K-12. Beginning in the 2020-2021 school year, the district will be organized into four community buildings, Enfield Elementary (Kindergarten and Grade 2), Erdenheim Elementary (Grades 3 through 5), Springfield Township Middle School (Grades 6 through 8), and the Springfield Township High School (Grades 9 through 12). In 2011, the district completed two major building projects, a new Erdenheim and a major renovation at Springfield Township Middle School. The new Erdenheim facility provides every student in the district with state-of-the-art technology. Renovations to the middle school include a new cafeteria and library, completely renovated classrooms, eight new science labs, and substantial renovations to the gymnasium. In addition, the middle school has a fully equipped fitness center for students and staff. In 2012, the high school swimming pool was completely renovated, and the facade of Enfield Elementary was repaired.

In 2018, a significant renovation of the high school began and is scheduled for completion in December 2019. The renovation includes a second gymnasium, new team rooms and fitness centers, a professional development space for students and staff, and numerous athletic fields on the grounds. Also in 2018, the district initiated the construction of a new early learning center for students in kindergarten through grade two. The new Enfield Elementary School is scheduled to open in September 2020.

There are also many private and parochial schools in the area, and the district transports students to approximately 46 of them.

Demographics

The community is largely middle class but has representation from all socio-economic levels. Approximately 19.4% of students are economically disadvantaged. The ethnicity of the student population is mostly White, and the largest subgroup is Black, non-Hispanic, representing 10.4% of the population. Approximately 3% of students are Asian, 7.6% are Hispanic and 5% Multi-Racial. With an annual budget of approximately \$62 million, the district ranks in the top 10% of the state for instructional spending per student. The federal funding provided through Title I (\$157,000) is directed toward students in kindergarten, first and second grade and to eligible students who attend nearby non-public schools.

The district employs 525 staff, including 290 instructional support staff, 36 specialists, 177 teachers and 22 administrators. All teachers are certified and meet the highly qualified status requirements. The district provides teachers with a variety of in-service opportunities to acquire Act 48 credits for continuous professional development. Administrators use a differentiated supervision/evaluation plan emphasizing professional development to evaluate/supervise the professional staff. Principals, assistant principals, and supervisors also meet state certification requirements. They are evaluated based on goals that address increasing student achievement as well as professional growth. Principals, Assistant Principals, and Superintendents are required to participate in the Pennsylvania Inspired Leadership (PIL) program.

Planning Committee

Name	Role
Lauren Davis	Administrator : Special Education
Damian Johnston	Administrator : Special Education
Emily Kehr	Administrator : Professional Education
MaryJo Yannacone	Administrator : Special Education
Walter Lapidus	Board Member
Ben Rayer	Board Member
Gretchen Slapinsky	Board Member
Gretchen Slapinsky	Board Member : Professional Education
Karen Taratuski	Board Member : Professional Education
Joseph Ferraro	Building Principal : Professional Education
Zach Fuller	Building Principal : Professional Education Special Education
Pierre LaRocco	Building Principal : Professional Education
Meghan Markle	Building Principal : Professional Education
Andre McLaurin	Building Principal : Professional Education Special Education
Chuck Rittenhouse	Building Principal : Professional Education Special Education
Catherine VanVooren	Building Principal : Professional Education Special Education
Scott Zraggen	Building Principal : Professional Education

Jenny Roberts	Ed Specialist - Instructional Technology : Professional Education
Jessica Rodoff	Ed Specialist - Instructional Technology : Professional Education
Theresa Boyes	Ed Specialist - Other : Professional Education
Megan McAuliffe	Ed Specialist - Other : Professional Education
Karen Ostrum	Ed Specialist - Other : Professional Education
Karen Rojas	Ed Specialist - Other : Special Education
Patricia VanZanten	Ed Specialist - Other : Professional Education
Stacey Walker	Ed Specialist - Other : Professional Education
Mayra Ramos-Cook	Ed Specialist - School Counselor : Professional Education
Judith Smith	Ed Specialist - School Counselor : Professional Education
Judy Smith	Ed Specialist - School Counselor : Professional Education
Wendi Ostrow	Ed Specialist - School Nurse : Professional Education
Christopher Blenheim	Elementary School Teacher - Regular Education : Professional Education
Whitney Bruner	Elementary School Teacher - Regular Education : Special Education
Jaclyn Charles	Elementary School Teacher - Regular Education : Professional Education
William Fikioris	Elementary School Teacher - Regular Education : Professional Education
Amy Mckinney	Elementary School Teacher - Regular Education : Special Education
Shaun Okawa	Elementary School Teacher - Regular Education : Special Education
Jill Rosenfeld	Elementary School Teacher - Regular Education
Laura Duffany	Elementary School Teacher - Special Education : Professional Education
Mollie Koniers	Elementary School Teacher - Special Education : Special Education
Anne Leber	Elementary School Teacher - Special Education : Professional Education
Mary Nadolski	Elementary School Teacher - Special Education : Special Education
Sharonda Oliver	Elementary School Teacher - Special Education : Professional Education
Brittany Phillips	Elementary School Teacher - Special Education : Professional Education
Teresa Straffin	Elementary School Teacher - Special Education : Special Education
Theresa Straffin	Elementary School Teacher - Special Education : Professional Education
Jennifer McCaslin	High School Teacher - Regular Education : Special Education
Lauren Musetti	High School Teacher - Regular Education : Professional Education
Tami Spoll	High School Teacher - Regular Education : Professional Education
Eric Westray	High School Teacher - Regular Education : Professional Education
Taren Igou	High School Teacher - Special Education : Professional Education
Nicolle Schrage	High School Teacher - Special Education : Special Education
Kristen Sharer	High School Teacher - Special Education : Special Education
Betsy Sykes	High School Teacher - Special Education : Professional Education
Kelly Bechtel	Instructional Coach/Mentor Librarian : Professional Education
Erin Bloom	Instructional Coach/Mentor Librarian : Professional Education
Erinn Durham	Instructional Coach/Mentor Librarian : Professional Education
Kathryn Maahs	Instructional Coach/Mentor Librarian : Professional Education

Nora Neumann	Instructional Coach/Mentor Librarian : Professional Education
Jessica Rodoff	Instructional Coach/Mentor Librarian : Professional Education
Emily Bourdua	Middle School Teacher - Regular Education : Special Education
Patrick Coady	Middle School Teacher - Regular Education : Professional Education
Gen Grube	Middle School Teacher - Regular Education : Professional Education
Elizabeth Gutshall	Middle School Teacher - Regular Education : Professional Education
Julie Rasmussen	Middle School Teacher - Regular Education : Professional Education
Sara Sweeney-Noce	Middle School Teacher - Regular Education : Professional Education
Jill Vizza	Middle School Teacher - Regular Education : Professional Education
Stan Fudala	Middle School Teacher - Special Education : Special Education
Stan Fudala	Middle School Teacher - Special Education : Special Education
Amanda Sheehan	Middle School Teacher - Special Education : Special Education
Jackie Alfonsi	Parent : Special Education
Angela Beale-Tawfeeq	Parent : Special Education
Kris Casabon	Parent : Professional Education
Sarah Coppel	Parent : Special Education
James Etlen	Parent : Professional Education
Amy Hubley	Parent : Professional Education
Lesley Jenkins	Parent : Special Education
Erin May	Parent : Special Education
Rebecca McWilliams	Parent : Special Education
Piper Williams	Parent : Professional Education
Joe Coughlin	Safety Coordinator

Core Foundations

Standards

Mapping and Alignment

Elementary Education-Primary Level

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

Elementary Education-Intermediate Level

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

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

Middle Level

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

High School Level

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

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:

Teams at each grade level meet weekly to ensure alignment on objectives, instruction, content and assessment procedures. Data meetings are held every six weeks to review student progress and make adjustments as needed. Benchmark assessments are administered strategically throughout the year to assess instructional impact, student growth in both skills and content, and to establish goals for continuous improvement.

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

Processes used to ensure Accomplishment:

Teams at each grade level meet weekly to ensure alignment on objectives, instruction, content and assessment procedures. Data meetings are held every eight to ten weeks to review student progress and make adjustments as needed. Benchmark assessments are administered strategically throughout the year to assess instructional impact, student growth in both skills and content, and to establish goals for continuous improvement.

Middle Level

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

High School Level

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

Modification and Accommodations

Ensuring all students have access to rigorous grade level content and information is a key priority for the School District of Springfield Township. Student participation in general education classes is driven by their individualized education plan (IEP) where accommodations and modifications are delineated. Core curriculum is modified and/or accommodated within either the grade level classroom, content area and/or in a specialized classroom (resource room) setting. Over the past five years, there has been significant growth in the percentage of time where students are included within typical settings. In 2018-2019, 77.8% of students spend 80% or more of their time in inclusive settings.

District personnel all receive training and ongoing professional learning (including job embedded coaching and consultation) in differentiated instruction. This learning draws together best practices in universal design for learning, differentiated instruction and assessment, and inclusive practices.

Instruction

Instructional Strategies

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

Unit plans and course overviews are in development K-12; completed work is available to the public on the district website. Weekly team meetings provide an opportunity for collaborative lesson planning. Formal observations and annual instructional evaluations are based on the Danielson model. Principals regularly visit classrooms, and current Common Core State Standards implementation includes classroom visits targeted to observe close reading, text-based discussion, and other skills related to instructional components of the CCSS. Using a Train the Trainer model with instructional coaches, the district provides ongoing support for differentiated instruction and selected effective teaching practices using Hattie's high-impact strategies for Visible Learning.

*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.	Implemented in 50% or more of district classrooms

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

Middle Level

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

High School Level

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

Recruitment

All professional staff are highly qualified in their area of expertise and certification. School level administrators and district office staff ensure staff are assigned to meet the needs of the students.

The recruitment process includes internal posting on District website. Depending on the position external postings can include PA REAP, local cable channel, newspaper, Linked In, CareerLink, PennLink, or other forms of advertisement specific to the position available. The district also participates in many recruitment fairs each spring. For example, the Montgomery County Intermediate Unit Diversity Fair, DVCEE Diversity Fair, Greater Philadelphia Teacher Job Fair, etc. Applications are submitted via the district online application system. The supervisor of the position and Director of Human Resources screen all applicants that have been submitted for appropriate experience, certification, education, etc. An interview committee is established consisting of Administrators, Professional staff, team leaders/department coordinators, etc. A pool of successful applicants is interviewed by an interview committee using a position-specific rubric for the first round. Successful candidates are then selected to move to a second interview. At the second round, an interview committee again uses a new set of position-specific rubric with more in depth or scenario based questions. Generally, one to three candidates are selected to conduct a demonstration lesson; these lessons are evaluated by administrators and the interview committee using a best instructional practice-based rubric. From the demonstration lesson, a recommended candidate is chosen. The Human Resources Department completes reference checks on the finalist and if they are satisfactory, a meeting with the superintendent is scheduled for a final interview.

Assessments

Local Graduation Requirements

Course Completion	SY 20/21	SY 21/22	SY 22/23
Total Courses	28.00	28.00	28.00
English	5.00	5.00	5.00
Mathematics	3.00	3.00	3.00
Social Studies	4.00	4.00	4.00
Science	3.00	3.00	3.00
Physical Education	1.50	1.50	1.50
Health	0.50	0.50	0.50
Music, Art, Family & Consumer Sciences, Career and Technical Education	2.00	2.00	2.00
Electives	9.00	9.00	9.00
Minimum % Grade Required for Credit (Numerical Answer)	65.00	65.00	65.00

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:

- 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.
- 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.

Local Assessments

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

*Methods and Measures***Summative Assessments**

Summative Assessments	EEP	E EI	ML	HS
Teacher Developed	X	X	X	X

Benchmark Assessments

Benchmark Assessments	EEP	E EI	ML	HS
Fountas and Pinnell	X	X		

Formative Assessments

Formative Assessments	EEP	E EI	ML	HS
Teacher Developed	X	X	X	X

Diagnostic Assessments

Diagnostic Assessments	EEP	EI	ML	HS
Star 360	X	X	X	X
CDT's			X	X
Dibels	X	X		

Validation of Implemented Assessments

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

As a small district, we are able to meet regularly in groups comprising the entire grade level of teachers, building administrators, and Director of Curriculum and Staff Development. Weekly team meetings and monthly department meetings allow for collaborative development of assessments and regular data studies.

Collection and Dissemination

Student data from PSSA and other standardized assessments is imported into LinkIt for teacher and administrative use. Online portals such as eSchool, PVAAS, eMetric, Star 360, etc. are utilized to disseminate data. Examples of data use include the following:

1--Comparative (trends, other districts' scores, etc.) PSSA data is shared with administrators by the Director of Curriculum and Staff Development. Building administrators and the Director of Special Education also conduct targeted PSSA studies in order to determine action plans and to prepare for teacher group study.

2--High school administrators use monthly department meetings to meet with teachers to analyze data such as CDT results, PSSA performance, PVAAS growth, and curriculum assessments. Instruction is targeted and tutorial opportunities provided as a result of the data discussions. Differentiated Instruction professional development is in process; staff is being trained to use data to inform instruction.

3--The middle school uses the following data: PSSA, Star 360 (math, reading, language usage), OLSATs, CDTs (Algebra 1), and curriculum-based assessments. Every five weeks, grade level teams meet to discuss student achievement as indicated by this data. Additionally, through differentiated instruction professional development, teachers were trained to use data to drive instruction through both formative and summative assessments. Teachers regularly use the

data to develop flexible groups in the classroom, communicate with parents about achievement, and develop plans for students to increase achievement levels.

4--Enfield Elementary teachers regularly collect both formative and summative assessment data in their classrooms. In addition, the RTII teacher administers testing to students three times per year, organizes it, and presents it to classroom teachers in preparation for data team meetings every 6-8 weeks. The RTII team, which consists of grade level classroom teachers, school psychologist, principal, reading specialist, RTII specialist, and instructional support staff, meets regularly to study the data and review student progress. These meetings result in students being assigned to various instructional groups during RTII and in teachers planning instructional strategies collaboratively to best suit the needs of their instructional groups.

5--The Erdenheim principal holds "state of the building" meetings twice per year during which she discusses grade level trends and targets areas for improvement.

6--The Director of Special Education meets with building Special Education staff to conduct PSSA error analysis in order to plan remediation--highly targeted, direct instruction.

Data Informed Instruction

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

Elementary: Teachers develop individual student action plans to increase achievement of academic standards.

High School: After school tutorials are offered/encouraged for improvement of scores below 70% on unit tests in mathematics.

The RTII model is implemented at the elementary and middle school level.

Assessment Data Uses

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

Provide brief explanation of the process for incorporating selected strategies.

Report cards at the elementary level are standards based. Diagnostic tests (CDT's and Star 360) are administered at the elementary and secondary levels; they are administered several times a year to monitor progress. Current work ongoing at all levels focuses on instructional strategies demanded by the Common Core State Standards (e.g.; close reading, text-based discussions, developing/analyzing argument, etc.).

Distribution of Summative Assessment Results

Distribution Methods	EEP	EI	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				
Newsletters	X	X	X	X
Press Releases				
School Calendar				
Student Handbook				
NA				

Provide brief explanation of the process for incorporating selected strategies.

Mass electronic communication fosters transparency and ease of information sharing with all stakeholders.

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

Mass electronic communication is comprehensive. There are no plans at this time to address incorporation of other strategies.

Safe and Supportive Schools

Assisting Struggling Schools

Continued growth in student achievement will be supported by refining the identification process for targeting students requiring additional academic supports. A district-wide MTSS Committee is being established in 2019-2020 to examine student performance in attendance, behavior and curricular progress. A dynamic data warehouse system (LinkIt) assists with reviewing performance on classroom based and standardized assessments to ensure progress monitoring and growth in student achievement for all students.

Programs, Strategies and Actions

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

School Resource Officers are not currently utilized; however, we employ security officers at the High School. Additionally, the district is committed to proactive supports as demonstrated by assigning a doctoral-level school psychologist, social workers and school counselors to each building. SAP teams and services are available in grades 2-12. Direct instruction through the Second Step curriculum is available in grades K-5. The district has also contracted with Child and Family Focus (CFF) to provide School-based Outpatient Counseling supports to students and families as needed. Providing an array of preventative and proactive supports and approaches aims to reduce problem behavior when first emerging and provide instruction, support and intervention as situations warrant attention.

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.)

- Pupil Services Website
- Gifted Support Website
- Gifted Newsletter
- High School Course Selection Guide

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

All students are screened utilizing several criteria including:

- Performance in the 90th percentile or higher on a locally normed reasoning abilities assessment (CogAT)
- Performance in the 95th percentile or higher on nationally and locally normed academic progress assessments (MAP or STAR) in both reading and math
- Teacher recommendations

Students who demonstrate strong performance in these criteria may be evaluated to determine if they are eligible for and in need of gifted support services.

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

As part of evaluation teams determining eligibility for Gifted Support, school district psychologists administer psycho-educational assessments to students meeting the above screening criteria to determine their individual strengths and needs. The individually administered assessments include the following:

- Determination of a Full Scale Intelligence Quotient (FSIQ) and General Ability Index (GAI)
*Note: GAI minimizes the impact of working memory and processing speed often associated with learning disabilities and ADHD.
- Math Reasoning and Reading Comprehension skills
- Teacher ratings of gifted characteristics and repetitions to mastery
- Parent ratings of gifted characteristics

Following the evaluation, all evaluation team members receive copies of the Gifted Written Report. If a student is determined to be mentally gifted, the Gifted Multidisciplinary Team is invited to participate in a meeting to develop a Gifted Individual Education Plan (GIEP). The GIEP outlines gifted services and specially designed instruction that will be provided for the student. GIEP teams meet annually to discuss student progress.

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.

Students in need of Gifted Support Services are provided with enriched and/or accelerated curricula. Instruction in the core content areas is differentiated by pace, level of instruction, and depth of content. The curriculum is aligned with state and Common Core standards and designed to challenge high ability students to reach their full academic potential. In each of our schools, our Gifted Support Services model adjusts with the developmental level of the student and individual student strength-based opportunities are developed through the GIEP team meeting.

In second grade, students are engaged in a variety of experiences with the Gifted Support Teacher to evaluate who they are as learners and how they are utilizing strategies in the classroom. Students participate in push in instruction in their classrooms and pull out instruction during PASS time.

In third through fifth grade, in an effort to create consistent services across student schedules and opportunities to create routines, students attend an enriched math course with the Gifted Support Teacher which mirrors the grade level curriculum and offers extensions in a variety of areas. This course is available for students who qualify through the Gifted Evaluation Process and also students who demonstrate extremely high achievement (typically in the 98th-99th percentile) in mathematics. See your building principal for questions about the acceleration process. Students in grades 3-5 also receive additional extension opportunities in their general education classrooms and during PASS time.

At the Middle School, mathematics courses are divided into two levels. Since the majority of students with gifted services participate in the advanced math courses, students with gifted support participate in an enriched ELA course in grades six through eight. In addition to two projects per year which include publication, students self-select from a variety of projects, self-select their own goal in consultation with the gifted support teacher, and work to both replace and enhance assignments offered in a variety of courses. This enriched course is available for students who qualify through the Gifted Evaluation Process and also students who demonstrate extremely high achievement in ELA (typically in the 98th-99th percentile). At the High School level, GIEP goals are developed if students have a need for Specially Designed Instruction that goes beyond the Courses available in the Curriculum Guide. In many cases, student needs are met through the rigorous AP, Honors, and Elective course offerings.

Developmental Services

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

Diagnostic, Intervention and Referral Services

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

Consultation and Coordination Services

Consultation and Coordination Services	EEP	E EI	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

Communication of Educational Opportunities

Communication of Educational Opportunities	EEP	EEl	ML	HS
Course Planning Guides	X	X	X	X
Directing Public to the PDE & Test-related Websites	X	X	X	X
Individual Meetings	X	X	X	X
Letters to Parents/Guardians	X	X	X	X
Local Media Reports	X	X	X	X
Website	X	X	X	X

Meetings with Community, Families and Board of Directors	X	X	X	X
Mass Phone Calls/Emails/Letters	X	X	X	X
Newsletters	X	X	X	X
Press Releases	X	X	X	X
School Calendar	X	X	X	X
Student Handbook	X	X	X	X

Communication of Student Health Needs

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

Frequency of Communication

Elementary Education - Primary Level	More than once a month
Elementary Education - Intermediate Level	More than once a month
Middle Level	More than once a month
High School Level	More than once a month

Collaboration for Interventions

Multi-disciplinary groups consisting of instructional coaches, RTII teachers, reading specialists, psychologists, nurses, social workers, Special Education teachers, the Director of Special Education, guidance counselors, and principals work collaboratively with classroom teachers through grade level teams, content area departments, SAP groups, and in summer academies and other professional development opportunities. These groups function as data teams and/or child study groups; they help develop action plans, conduct progress monitoring, and work directly with individual classroom teachers to provide support for differing student needs and to monitor progress.

Community Coordination

Community coordination for Child Care--The School District of Springfield Township collaborates with an outside childcare provider (KidView) to provide before school and after school care for elementary level students. SDST works in collaboration with the Montgomery County Intermediate Unit (MCIU) to plan for the successful transition of preschool age students in Early Intervention Programs to school based services within the elementary school buildings. Additionally, there is ongoing outreach and support to community based child care agencies to examine transition and collaboration between early care providers and elementary school staff.

Community coordination for after school programs--The School District of Springfield Township is committed to ensuring our students are provided with a robust offering of district sponsored extra-curricular and programs. These programs include targeted after school tutoring/remedial program for our students at the elementary level who are demonstrating a need for additional support in math and/or language arts. Additionally, at the middle school level a homework support program is in place for students demonstrating particular needs and requiring additional support. In addition to these programs, the district provides opportunities for many

community organizations to use our school facilities to provide additional programming for students. From grades 7-12, there are varied after-school athletic and club events happening for student participation. Ongoing connections and collaboration between district personnel and the Springfield Township Park & Recreation department exists for use of space and camp programming (transition camps, Kids Klubhouse in the summer, for example)

Youth Workforce Development Programs -- The School District of Springfield Township provides opportunities for students with IEPs to have workplace experiences within the community as outlined in IEP transition plans. Additionally, the high school administrative team is working with school counselors to construct pathways to post-secondary training to include work-based internships and career exploration.

Tutoring -- District buildings maintain information on tutors and supports which are shared, upon request, with families.

Preschool Agency Coordination

Early Intervention Coordination: The School District of Springfield Township works collaboratively with the Office of Early Childhood Services at the Montgomery County Intermediate Unit to plan for and prepare for students enrolling in Kindergarten with disabilities. Comprehensive transition meetings are held for each eligible child between December - February each year. Meetings are attended by district administrators, IU Representative, and members of the Multi-Disciplinary team. Families are provided information on the overall process of transition and approximate timelines. Once registered with the district, Permission to Re-evaluate is sent to the families. Upon return, district evaluators coordinate with current providers and the family to conduct the re-evaluation. During IEP meetings, plans are put into place to address academic, physical and/or developmental needs for Kindergarten. Upon the start of the Kindergarten year, at the 6-week mark, parental contact and/or IEP revisions are held to review progress and make any necessary changes in the delivery of services and supports.

Transition from home/early childhood into school setting: Each year, Enfield Elementary hosts a parent introduction and kindergarten program overview date prior to the start of the kindergarten year. This allows students and their families to become familiar with the kindergarten program. Parents are invited to visit the school, the school playground, and special events prior to the start of the school year. For students who have been identified and requiring special education supports an IEP team meeting is held in the spring prior to the start of kindergarten. At this time additional transition activities are planned based on the need of the individual student. All registration and kindergarten screening information is found on the district website. There is a district kindergarten Round Up event held in the spring each year where Kindergarten screenings and registration is completed.

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

A curriculum review cycle, which provides opportunity to review, revise, implement and monitor materials and resources to support curriculum standards, is in place. Curriculum review teams include classroom teachers and specialists, as well as administrators in order to ensure accessible, high quality, differentiated alignment of standards. Instructional coaches further support differentiated instructional practices in support of all students.

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

A curriculum review cycle, which provides opportunity to review, revise, implement and monitor materials and resources to support curriculum standards, is in place. Curriculum review teams include classroom teachers and specialists, as well as administrators in order to ensure accessible, high quality, differentiated alignment of standards. Instructional coaches further support differentiated instructional practices in support of all students.

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	Developing
Differentiated and equitably allocated to accommodate diverse levels of student motivation, performance and educational needs	Developing

A curriculum review cycle, which provides opportunity to review, revise, implement and monitor materials and resources to support curriculum standards, is in place. Curriculum review teams include classroom teachers and specialists, as well as administrators in order to ensure accessible, high quality, differentiated alignment of standards. Instructional coaches further support differentiated instructional practices in support of all students.

We continue to develop accessible learning opportunities for all students and to differentiate curriculum materials for students for whom English is not the primary language, and while progress has been made, we continue to work with administration and faculty at the secondary level to develop their skills in meeting the needs of all students in an inclusive setting.

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

A curriculum review cycle, which provides opportunity to review, revise, implement and monitor materials and resources to support curriculum standards, is in place. Curriculum review teams include classroom teachers and specialists, as well as administrators in order to ensure accessible, high quality, differentiated alignment of standards. Instructional coaches further support differentiated instructional practices in support of all students.

We continue to develop accessible learning opportunities for all students and to differentiate curriculum materials for students for whom English is not the primary language, and while progress has been made, we continue to work with administration and faculty at the secondary level to develop their skills in meeting the needs of all students in an inclusive setting.

*SAS Incorporation***Elementary Education-Primary Level**

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

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

Involvement in SAS will grow as the site itself continues its own development, adding resources and fleshing out curriculum frameworks.

Elementary Education-Intermediate Level

Standards	Status
Arts and Humanities	Implemented in less than 50% of district classrooms

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

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

Involvement in SAS will grow as the site itself continues its own development, adding resources and fleshing out curriculum frameworks.

Middle Level

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

	classrooms
PA Core Standards: Mathematics	Implemented in less than 50% of district classrooms
Economics	Implemented in less than 50% of district classrooms
Environment and Ecology	Implemented in less than 50% of district classrooms
Family and Consumer Sciences	Implemented in less than 50% of district classrooms
Geography	Implemented in less than 50% of district classrooms
Health, Safety and Physical Education	Implemented in less than 50% of district classrooms
History	Implemented in less than 50% of district classrooms
Science and Technology and Engineering Education	Implemented in less than 50% of district classrooms
Alternate Academic Content Standards for Math	Implemented in less than 50% of district classrooms
Alternate Academic Content Standards for Reading	Implemented in less than 50% of district classrooms
American School Counselor Association for Students	Implemented in less than 50% of district classrooms
English Language Proficiency	Implemented in less than 50% of district classrooms

Interpersonal Skills	Implemented in less than 50% of district classrooms
School Climate	Implemented in less than 50% of district classrooms
World Language	Implemented in less than 50% of district classrooms

Involvement in SAS will grow as the site itself continues its own development, adding resources and fleshing out curriculum frameworks.

High School Level

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

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

Involvement in SAS will grow as the site itself continues its own development, adding resources and fleshing out curriculum frameworks.

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.

Yes, we are interested in the PA EWS/IC for our district, and would like more information regarding the process.

Professional Education

Characteristics

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

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

The district uses the following tools and practices to ensure effective professional development:

- Needs assessment survey to determine instructional priorities.
- Professional development evaluations to elicit staff feedback on the efficacy of the professional development offerings and to inform next steps.
- Summer Academy program provides mini-courses and opportunities for staff to collaborate on curriculum, instruction, and assessment development.
- Shared planning for PD to support district and school-based initiatives provides opportunity for staff input and staff buy-in.
- Instructional coaches support implementation of District initiatives, instructional technology and differentiated instruction.

Professional Development Goals

Title:	Equitable Practices
Description	The School District is committed to ongoing professional development focused on continued implementation of equitable practices. This includes annual membership in the Delaware Valley Consortium for Equity and Excellence through the University of Pennsylvania, which provides 12-15 opportunities for students, staff and administration to attend workshops led by national experts in the field of equity, and an expectation for turnaround training by those who attend for colleagues and classmates. It also includes ongoing collaboration between staff, administration and parents through the Multicultural Parents Association, who host quarterly meetings to discuss trends and needs, as well as to celebrate strengths in our programs meeting the needs of all learners. It also includes districtwide professional development focused on building a sense of belonging and inclusion for all students.
Person Responsible	MaryJo Yannacone, Assistant Superintendent
Start Date:	7/1/2020
End Date:	6/21/2023
Proposed Cost/Funding:	Start Year – 2020 End Year – 2023 Cost - \$36,000 Funding Source – 020 CURRICULUM DEVELOPMENT AND INSTRUCTIONAL IMPROVEMENT SERVICES
Program Area(s):	Professional Education, Special Education, Student Services, Gifted Education
Hours Per Session	2.0

# of Sessions:	9
# of Participants Per Session:	50
Provider:	University of Pennsylvania, MCIU and others
Provider Type:	University, For Profit Company, IU
PDE Approved:	Yes
Knowledge Gain:	Staff will learn how to create, maintain, and increase a sense of belonging and inclusion for all students and all staff.
Research & Best Practices Base:	Research supports a correlation between sense of belonging and student achievement.
For classroom teachers, school counselors and education specialists:	<ul style="list-style-type: none"> • 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 or LEA administrators, and other educators seeking leadership roles:	<ul style="list-style-type: none"> • 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.
Training Format:	<ul style="list-style-type: none"> • LEA Whole Group Presentation • Series of Workshops • School Whole Group Presentation • Offsite Conferences
Participant Roles:	<ul style="list-style-type: none"> • Classroom teachers • Principals / Asst. Principals • Supt / Asst Supts / CEO / Ex Dir • School counselors • Paraprofessional • New Staff

	<ul style="list-style-type: none"> • Other educational specialists • Related Service Personnel • Parents
Grade Levels:	<ul style="list-style-type: none"> • Elementary - Primary (preK - grade 1) • Elementary - Intermediate (grades 2-5) • Middle (grades 6-8) • High (grades 9-12)
Follow-up Activities:	<ul style="list-style-type: none"> • Creating lessons to meet varied student learning styles
Evaluation Methods:	<ul style="list-style-type: none"> • Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. • Participant survey • Student data such as attendance, discipline, and SAP reflecting student sense of belonging.

Title:	Instructional Technology
Description	<p>All staff are provided ongoing opportunities for growth in the use of instructional technology. Building representatives attend the PETE&C Conference each winter and the ISTE Conference each spring and conduct turnaround training with building staff in large group, small group, and individual sessions. A newly-created STEM Coordinator works with representatives in each building to identify needs for staff training and to provide support in its implementation. The Director of Instructional Technology employs staff in each building who assist teachers with the implementation of newer technologies, and Instructional Coaches engage in modeling within the classroom when needed.</p> <p>With a primary school initiative around the implementation of the 1:1 model for Ipads in 2020, the Director of Instructional Technology, Building Principal, STEM Coordinator, and Instructional Coach will collaborate to provide training, following the completion of formal training with Apple, Inc. during the 2019-2020 school year.</p>
Person Responsible	Rich Oliver, Director of Instructional Technology
Start Date:	7/1/2020
End Date:	6/18/2021
Proposed Cost/Funding:	Start Year – 2020 End Year – 2023 Cost – Funding Source -
Program Area(s):	Educational Technology
Hours Per Session	1.0
# of Sessions:	12
# of Participants Per Session:	40
Provider:	Apple, Incorporated
Provider Type:	For Profit Company
PDE Approved:	Yes
Knowledge Gain:	Teachers will be able to utilize instructional technology in the classroom with students to support enhanced engagement and access to a rich and robust set of resources to engage in learning.
Research & Best Practices Base:	21st Century Learning supports the belief that instructional technology enhances the engagement of students in learning, which is proven to increase student achievement.
For classroom teachers, school counselors and education	<ul style="list-style-type: none"> Enhances the educator’s content knowledge in the area of the

specialists:	<p>educator's certification or assignment.</p> <ul style="list-style-type: none"> • 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. • Empowers educators to work effectively with parents and community partners.
For school or LEA administrators, and other educators seeking leadership roles:	<ul style="list-style-type: none"> • 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:	<ul style="list-style-type: none"> • Series of Workshops
Participant Roles:	<ul style="list-style-type: none"> • Classroom teachers • Principals / Asst. Principals • Paraprofessional • New Staff • Other educational specialists • Related Service Personnel • Parents
Grade Levels:	<ul style="list-style-type: none"> • Elementary - Primary (preK - grade 1) • Elementary - Intermediate (grades 2-5)
Follow-up Activities:	<ul style="list-style-type: none"> • Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers • Creating lessons to meet varied student learning styles

	<ul style="list-style-type: none"> • Peer-to-peer lesson discussion • Lesson modeling with mentoring
Evaluation Methods:	<ul style="list-style-type: none"> • Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.

Title:	Personalized Learning
Description	Selected staff will participate in training to support personalized learning opportunities for all students. These training opportunities include Project-Based Learning, and in partnership with the Montgomery County Intermediate Unit (MCIU), the Leadership Design Academy, Career Readiness, and the Carnegie STEM Academy/CSO Program. Teams of teachers will attend small group workshops and conduct turnaround training in order to increase opportunities for student-centered, authentic research; to build and support a Profile of a Graduate/Student at each building level; and career activities and programs that assist students in developing a solid sense of their strengths and skills for future employment and education.
Person Responsible	MaryJo Yannacone, Assistant Superintendent
Start Date:	7/1/2020
End Date:	6/21/2023
Proposed Cost/Funding:	Start Year – 2020 End Year – 2023 Cost – \$1,500 Funding Source – 020 Curriculum and Instruction
Program Area(s):	Professional Education, Special Education, Student Services, Gifted Education
Hours Per Session	1.0
# of Sessions:	9
# of Participants Per Session:	12
Provider:	MCIU, Avalon Foundation in partnership with the HTH Graduate Program of Teacher Education
Provider Type:	IU
PDE Approved:	Yes

Knowledge Gain:	Teachers will learn how to meet the needs of a diverse population of students for future readiness.
Research & Best Practices Base:	Personalized learning is linked to student engagement and achievement.
For classroom teachers, school counselors and education specialists:	<ul style="list-style-type: none"> • Increases the educator’s teaching skills based on research on effective practice, with attention given to interventions for struggling students.
For school or LEA administrators, and other educators seeking leadership roles:	<ul style="list-style-type: none"> • Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania’s academic standards. • Provides leaders with the ability to access and use appropriate data to inform decision-making. • Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.
Training Format:	<ul style="list-style-type: none"> • Series of Workshops • Professional Learning Communities • Offsite Conferences
Participant Roles:	<ul style="list-style-type: none"> • Classroom teachers • Principals / Asst. Principals • Supt / Asst Supts / CEO / Ex Dir • School counselors
Grade Levels:	<ul style="list-style-type: none"> • Elementary - Primary (preK - grade 1) • Elementary - Intermediate (grades 2-5) • Middle (grades 6-8) • High (grades 9-12)

Follow-up Activities:	<ul style="list-style-type: none"> • 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
Evaluation Methods:	<ul style="list-style-type: none"> • Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. • Classroom student assessment data • Public presentation of research by students

Title:	Social Emotional Learning
Description	<p>As the complexity of student backgrounds and challenges around family stability and socio-economic instability increase, we have identified a need for training for all staff in best practices within social emotional learning, trauma-informed care, and executive function. These trends are evident across the K12 continuum. At each level, administration is working collaboratively in selected research-based programs to raise the level of confidence and competence of the staff in working with students.</p> <p>At the elementary level, training in Responsive Classroom and Second Step has begun and will continue through the next three years in large group, grade level, and targeted small group structures. Professional development will be conducted during scheduled in-service days as well as during faculty meeting and PLC time. Evidence to support implementation will include agendas from meetings.</p> <p>At the secondary level, training in Restorative Practices has occurred for all staff members.</p> <p>Professional learning for K12 in impact of Adverse Childhood Experiences (ACEs) and Trauma-Informed Care will be provided to all faculty members across the next three years. Evidence to support implementation will</p>

	<p>include agendas from meetings.</p> <p>At all buildings, the development of a program to train staff in executive functioning is needed and will be explored.</p>
Person Responsible	MaryJo Yannacone, Assistant Superintendent and Damian Johnston, Director of Special Education
Start Date:	7/1/2020
End Date:	6/21/2023
Proposed Cost/Funding:	<p>Start Year – 2020</p> <p>End Year – 2023</p> <p>Cost - \$24,000</p> <p>Funding Source – Pupil Personnel Services</p>
Program Area(s):	Professional Education, Student Services
Hours Per Session	1.0
# of Sessions:	12
# of Participants Per Session:	12
Provider:	To Be Determined
Provider Type:	Non-profit Organization
PDE Approved:	Yes
Knowledge Gain:	Staff will learn how to maximize student achievement while being cognizant of the challenges faced by many students and families which can interfere with students' attention and engagement.
Research & Best Practices Base:	Students who have their basic needs met are able to focus attention on learning to a greater degree than those who do not. (Maslow)
For classroom teachers, school counselors and education specialists:	<ul style="list-style-type: none"> • 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 or LEA administrators, and other educators seeking leadership roles:	<ul style="list-style-type: none"> • 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.
Training Format:	<ul style="list-style-type: none"> • Series of Workshops • School Whole Group Presentation • Department Focused Presentation • Professional Learning Communities • Offsite Conferences
Participant Roles:	<ul style="list-style-type: none"> • Classroom teachers • Principals / Asst. Principals • Supt / Asst Supts / CEO / Ex Dir • School counselors • Paraprofessional • New Staff • Other educational specialists • Related Service Personnel
Grade Levels:	<ul style="list-style-type: none"> • Elementary - Primary (preK - grade 1) • Elementary - Intermediate (grades 2-5) • Middle (grades 6-8) • High (grades 9-12)
Follow-up Activities:	<ul style="list-style-type: none"> • Analysis of student data reflective of success, such as attendance and discipline data
Evaluation Methods:	<ul style="list-style-type: none"> • Participant survey • Student data such as attendance, discipline, and SAP reflecting student success in feeling supported.

Title:	Literacy
Description	<p>A K12 Literacy Team was established in 2019 to acknowledge the status of the K12 vision of teaching and learning and to craft a cohesive common vision for K12 literacy. The team identified successes and challenges in achieving their goals at transition points, and identified the most pressing needs at each level. Action plans were then developed to achieve the desired, shared vision.</p> <p>In 2019-2020, the team is continuing its work together by focusing on ideals at each grade band (K-2, 3-5, 6-8 and 9-12) to strengthen and build in areas of need identified in 2019. Moving forward, the team will work with staff in each building on the identified areas of need. These include foundational skills, accessibility, and gathering, constructing and conveying meaning, primarily. The work is informed by the PDE Literacy Plan components.</p>
Person Responsible	MaryJo Yannacone, Assistant Superintendent
Start Date:	7/1/2020
End Date:	6/21/2023
Proposed Cost/Funding:	<p>Start Year – 2020</p> <p>End Year – 2023</p> <p>Cost - \$15,000</p> <p>Funding Source – 020 Curriculum and Instruction</p>
Program Area(s):	Professional Education, Teacher Induction, Special Education, Student Services, Gifted Education
Hours Per Session	1.0
# of Sessions:	12
# of Participants Per Session:	20
Provider:	MCIU
Provider Type:	The provider will be determined based upon the team's focus areas and needs.
PDE Approved:	Yes
Knowledge Gain:	Teachers will strengthen their skills and understanding of literacy as its applies across the curriculum and its impact on student achievement.
Research & Best Practices Base:	The PDE Literacy Plan is the basis for our work in this area.
For classroom teachers, school counselors and education specialists:	<ul style="list-style-type: none"> • Enhances the educator's content knowledge in the area of the educator's certification or assignment.

	<ul style="list-style-type: none"> • 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 or LEA administrators, and other educators seeking leadership roles:	<ul style="list-style-type: none"> • Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania’s academic standards. • Provides leaders with the ability to access and use appropriate data to inform decision-making. • Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.
Training Format:	<ul style="list-style-type: none"> • Series of Workshops • School Whole Group Presentation • Professional Learning Communities
Participant Roles:	<ul style="list-style-type: none"> • Classroom teachers • Principals / Asst. Principals • Supt / Asst Supts / CEO / Ex Dir • School counselors • Paraprofessional • New Staff • Other educational specialists • Related Service Personnel • Parents
Grade Levels:	<ul style="list-style-type: none"> • Elementary - Primary (preK - grade 1) • Elementary - Intermediate (grades 2-5)

	<ul style="list-style-type: none"> • Middle (grades 6-8) • High (grades 9-12)
Follow-up Activities:	<ul style="list-style-type: none"> • 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 • Lesson modeling with mentoring • Joint planning period activities
Evaluation Methods:	<ul style="list-style-type: none"> • 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

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:
6/22/2018 All staff completed online training during the 2017-2018 school year.
The LEA plans to conduct the required training on approximately:
6/23/2023 All staff will be required to complete online training during the 2022-2023 school year.

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

Questions
The LEA has conducted the training on:
8/30/2016 Districtwide training conducted during inservice.
The LEA plans to conduct the training on approximately:
6/19/2020 All new staff will be required to complete training online during the 2019-2020 school year.
11/9/2021 All staff will complete online training on this date.
6/18/2021 All new staff will be required to complete training online during the 2020-2021 school year.

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 has conducted the training on:
6/30/2016 Individuals had the opportunity to complete online training via Univ. of Pittsburgh - ongoing
6/20/2018 All new staff were required to complete training online during the 2017-2018 school year.
6/19/2019 All new staff were required to complete training online during the 2018-2019 school year.
The LEA plans to conduct the training on approximately:
6/19/2020 All new staff will be required to complete training online during the 2019-2020 school year.
6/18/2021 All new staff will be required to complete training online during the 2020-2021 school year.
11/9/2021 All staff will complete online training on this date.

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.

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

Our staff development plan reflects and aligns with the district's strategic plan and diversity/equity goals. The initiatives included in the plan are

- Differentiated instruction and formative assessment
- Curriculum and assessment design
- Data analysis
- Instructional technology integration
- Cultural proficiency
- Rachel's Challenge bullying prevention
- Second Step SEL curriculum

The plan is delivered through:

- Summer academies
- In-service
- Differentiated workshops before, during, and after school
- Outside providers
- Train the trainers
- Peer coaching
- Staff expertise
- Conference attendance
- Induction

The plan is designed to:

- Focus all stakeholders on student achievement
- Support district and school goals/initiatives
- Engage teachers in small, collaborative teams and learning communities
- Provide choices
- Integrate coaching throughout the year to provide teachers with support as they implement new ideas and strategies
- Build teacher leadership capacity
- Increase organizational learning through professional sharing
- Increase transparency and decrease isolation
- Replicate what works
- Use disaggregated data to set priorities, monitor progress, and inform decision-making
- Help teachers to understand and appreciate all students, create safe orderly and supportive learning environments, and hold high expectations for academic achievement
- Deepen teachers' content knowledge, provide them with research-based instructional strategies and to use various types of classroom assessments appropriately

The district's professional development plan reflects the standards of Learning Forward, professional education criteria of PDE, and the input of SDST administrators and teachers. Data such as provided by eMetric, PVAAS and the Future Ready Index are used to determine curricular strengths/weaknesses and to adjust instructional approaches.

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.

The New Teacher Orientation begins Year One with pre-service introduction to District practices and culture. Throughout the year, a menu of workshops supports the professional learning needs of new teachers and teachers new to Springfield, including workshops focusing on the Danielson rubric for effective teaching, equitable practices, inclusive practices, and restorative discipline. In Year Two teachers are provided training in differentiated instruction, including embedded coaching, and specialists are provided training in action research and required to complete a project in teams.

GOAL

To provide a series of planned experiences, activities, and opportunities designed to orient newly appointed teachers and promote effective practice within an atmosphere of collegial support and best educational practice.

OBJECTIVES

1. Build a knowledge base by providing information regarding essential resources, policies, and procedures of the District and the school:
 - Define community, District, and building expectations
 - Explain the District's observation/evaluation process
 - Explain state and federal guidelines as they pertain to classrooms
2. Provide experiences of non-evaluative feedback
3. Establish positive interpersonal relationships with mentors, department coordinators/team leaders, principal, assistant principal, building staff, District administration, and District staff
4. Provide training in sound instructional techniques and effective classroom management
5. Foster professional attitudes, a reflective stance, and professional learning

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).
- Classroom observation by induction coordinator and quarterly meetings with inductees

Induction plan specifies the roles of coordinator, building administrator, department coordinator/team leader, mentor, and inductee. Appendices provide forms for documentation. End of year survey and evaluation of program meeting provide feedback about the program.

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.
- Mentors are recommended by building administrators

In a district of our size, the induction coordinator knows all of the teachers and their strengths. Regular feedback from the inductees help monitor mentor performance.

Induction Program Timeline

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

The Induction Coordinator, instructional coaches, mentor, and administrators share responsibilities to ensure that all inductees are provided ongoing, comprehensive support for best practices with our students.

Monitoring and Evaluating the Induction Program

Building induction review checklist
 Inductee Professional Learning Validation
 Mentor conferencing logs (submitted through My Learning Plan)
 Department coordinator/team leader conferencing log (submitted through My Learning Plan)
 Evaluation of induction program form (submitted in June)
 Induction: Classroom Visitation Summary
 Portfolio Preparation Checklist
 Meetings with induction coordinator (four times per year)

Recording Process

- 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.

Special Education

Special Education Students

Total students identified: **448**

Identification Method

The School District of Springfield Township currently utilizes a discrepancy model to determine whether or not students meet eligibility under "Specific Learning Disability". Further, the district supports referral for assessment by using a comprehensive RTII (Response to Instruction/Intervention) model to reduce referrals through systematic assessment, intervention, and monitoring of progress. As students are assessed through universal measures throughout the school year (K-5), additional data of classroom based, norm-referenced and state assessments yield an assessment profile of the student. Data are reviewed by school based teams in scheduled "data days" to identify students are demonstrating proficiency to grade level standards in reading/language arts. These data teams include administrators, classroom teachers, special education teachers and reading specialists. Upon further review of data, additional assessment and/or intervention is provided and progress monitored. Supports are available in a multi-tiered intervention program uses increasing levels of services and supports prior to referral.

Administrative team members have worked to develop schedules which allow for maximum use of school resources and teacher collaboration in providing multi-tier instruction. Follow up meetings are held to review the data and determine next steps. If, after a specified time period, progress is not resulting in significant improvement, a team meeting (including parents) is held to determine whether or not referral to special education is warranted. Across K-12 buildings, there are standing child study teams which utilize data and teacher observation regarding learning, behavioral, and emotional needs for students. While initially needs are addressed through regular education interventions, additional supports are also available prior to referral to special education.

The district has 3 full time doctoral level, certified school psychologists who participate in each child study meeting at the building level (K-12). If after regular and targeted intervention does not yield the desired results, students may eventually be referred for multidisciplinary evaluation through the building-based team or by parental request. The discrepancy model is used for identifying students with learning disabilities. The psychologists administer individual norm referenced cognitive and academic achievement test to determine if a severe discrepancy exists between ability and achievement. In addition, the psychologists utilize the assessment profile, classroom observations, staff and parental input in determining eligibility.

Currently, according to the 2017-2018 Penn Data statistics, the District's percentage of students identified with an SLD is 46.9%. This is the largest percentage of student identification within the school district. The percentage exceeds the state wide average of 40.9%.

Enrollment

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>

In order to examine the enrollment differences and work towards addressing disproportionality, the district examined data from the Penn Data reports from the past three years. These data are available in the tables below.

Table 1: Three Year trends in Special Education Enrollment

	17-18		16-17		15-16	
	LEA	State	LEA	State	LEA	State
Total Students in Special Education	399	290,986	355	283,145	349	276,185

Percentage of Special Education (of total enrollment)	15.9%	16.9%	14.5%	16.5%	14.8%	15.9%
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In reviewing the data for the past three years, our district demonstrates that we identify fewer students than the state averages for special education. In last review of the 17-18 data, the district has 15.9% of students identified for special education while the state average is 16.9%. We attribute this lower than state average to be the result of robust RTII/MTSS work within the elementary school programs which has been in place for several years and yields positive impact in providing appropriate targeted supports.

Table 2: Three Year trends in SDST Special Education Enrollment (Eligibility Categories)

	17-18		16-17		15-16	
	LEA	State	LEA	State	LEA	State
Autism	10.8 %	11%	12.1%	10.7%	11.2%	10.3%
ED	8%	8.6%	8.7%	8.5%	9.2%	8.5%
ID	5.3%	6.4%	4.2%	6.5%	--	6.5%
OHI	16.3%	15.7%	13.5%	14.9%	12.3%	14.1%
SLD	46.9%	40.9%	49.9%	41.8%	48.1%	42.6%
SLI	9.5%	14.5%	8.5%	14.7%	13.5%	15%

When specifically examining the data surrounding eligibility (Table 2), the district has lower percentages than state averages in identifying students with Intellectual Disabilities (ID) and as Speech and Language Impaired (SLI). These lower numbers may be attributed to a variety of causes. This includes, but is not limited to district initiatives to increase collaboration and focused attention to post-secondary/transition planning. This has resulted in efforts to increase the identification for those with Intellectual Disabilities. In the past, students may have been identified as having specific learning disabilities, Other Health Impairments or Autism. In recent years, the district has increased their identification from no noted reporting to an increase in 17-18 to 5.3% of enrolled students meeting the eligibility requirements in order to be identified as having an Intellectual Disability. While still under the state average, this demonstrates evidence that increasing awareness and community collaboration over the past three years is serving to aid the conversation with families. Comprehensive evaluation, including connections to outside

agencies, are also provided to ensure students who have complex support needs are identified in order to receive appropriate school and community based supports.

For students with a speech and language impairment, the district continues to work through RTII supports and provides consultation to staff in addressing age appropriate developmental sounds prior to referral for special education. Through consultation and collaboration, an intervention plan is put into place with the speech pathologist working to consult to the classroom teacher and/or reading specialist in addressing issues. If the student does not demonstrate improvement, a referral for evaluation is made. However, these positive school-based interventions could contribute to a lower-than-state-average in this eligibility category. In addition, when students have speech and language impairments in addition to other areas of need/eligibility; SLI becomes a secondary category and is not reflected in these data.

The School District of Springfield Township continues to closely monitor our enrollment demographics in special education in the area of racial and ethnic student diversity. Our three year data review shows:

Table 3: *Three Year trend data in Racial and Ethnic Demographics in Special Education*

	17-18		16-17		15-16	
	SpEd	District	SpEd	District	SpEd	District
Asian	-	3.3%	-	3.3%	-	3.5%
Black or African-American	18%	11.9%	20.3%	12%	22.1%	12.8%
Hispanic	9.8%	7%	7.6%	6.5%	6.6%	5.7%
Multiracial	5.5%	4.6%	5.1%	4%	4.3%	3.9%
White	64.9%	73.1%	65.1%	74%	65%	73.9%

While the three-year trend data continues to demonstrate an over-representation of students who are Black or African-American in the special education program, there is an emerging reduction over a three-year period. In 15-16, Black or African-American students constituted 22.1% of the special education program while only representing 12.8% of the district enrollment. However, in 2017-2018, the enrollment had reduced to only 18% while the district enrollment was 11.9%. Continuing to carefully and thoroughly review referrals and seek to provide RTII supports prior to identification in special education remains a priority for the district. In 2018-2019, the district began a district wide equity committee that seeks to examine multiple facets of district programming. Continuing to examine the ways in which students are identified for special education remains at the forefront of district initiatives. Future work in

this area requires that data teams examine not only overall special education enrollment, but when and by whom diagnosis and eligibility determinations were made. These data will serve to help inform future practice.

Additionally, continued review of under-representation in special education is also necessary as there is a gap between the identified white and Asian students in special education. For white students, there is a disparity of nearly 11% (64.9% in 17-18) when compared with district wide demographics (73.1%). For Asian students, district demographics suggest that 3.3% of the district is comprised of Asian students while there are few identified special education students who are Asian. Across the past three years, these data have remained consistent. Further work in this area and ensuring adequate child find processes are in place for both subgroup remains a priority.

Non-Resident Students Oversight

Carson Valley School is a PRRI located in Springfield Township. The District provides oversight to these students who are placed residentially as they require intensive therapeutic care which is provided at the PRRI. As the LEA, the District works closely with the Carson Valley Children's Aid (CVCA) team to ensure that FAPE is provided in the least restrictive environment. Most often, due to the learning and behavioral needs of the students who require RTF (Residential Treatment Facility) placement, they receive their educational services within the CVCA program. However, as students are eligible to attend or ready to attend more inclusive programs, opportunities are open for these students to participate in extracurricular activities within the District as well as transition to our public school academic programs.

The greatest barrier is the length of stay is limited and the committed goal of the program which is reunification with the family and in their home community. Therefore, the educational programming for the student can be interrupted. Additionally, the nature of the student's placement directly impacts their educational performance and participation in learning activities (e.g., students have significant mental health needs and thereby demonstrate some of those needs through challenging behavior and are reticent to participate in positive supports provided through Carson Valley). However, ongoing communication and problem solving exists between the two entities to problem solve and provide opportunities to students as needed.

Incarcerated Students Oversight

The School District of Springfield Township would make every effort to locate, identify and evaluate any students who are potentially eligible for services. We work collaboratively with host districts and supporting community agencies in addressing the needs of our students.

The Montgomery County Intermediate Unit (MCIU) provides educational programs for students who are incarcerated within county facilities. The teachers in this program are special education certified and can recognize and refer students who may need to be evaluated. In addition, there is a Certified School Psychologist assigned to this program to complete re-evaluations when needed for those with documented disabilities and/or to conduct evaluations for students who are thought to be eligible for special education.

Additionally, the IU's single point of contact collaborates with the District in providing proper documentation to ensure that FAPE can be implemented. In addition to the initial level of service, the IU provides support as the student transitions back to the District. Transition meetings are held to ensure that the student's social and emotional needs are being met as s/he prepares to re-enter the general education environment. If there are concerns, the District provides further evaluations and as the IEP is developed, the student can hopefully return to the least restrictive environment to receive FAPE.

Least Restrictive Environment

The School District of Springfield Township (SDST) provides a full continuum of services for all students with disabilities. Each student is provided access to grade level content and material. Supplementary aids and services are provided to students in the regular education setting as well as in the special education setting to enable them to participate in the least restrictive environment that will meet their individual needs. Special education delivery includes providing services within the regular education environment, consultative services with team members, small group pull out instruction, co-teaching, and self-contained classrooms. All students in the district are included in building level, special subject and/or elective area classes with their grade level peers. The district has a cadre of special education paraprofessionals available to provide support to individual and groups of students in order to ensure they have access to the least restrictive environment.

The IEP team works at an individual level to ensure participation in the least restrictive environment is appropriate through supplemental aids and services. If additional services and/or supports are needed, the IEP team reviews all appropriate options that can be implemented prior to moving to a more restrictive level of support. For example, Positive Behavior Support Plans, related services, communication devices, augmentative and assistive technology are all utilized to support children in the regular education classrooms. Instructional support is provided through co-planning, team meetings, modified or adapted instruction and assessment, adaptive equipment and/or other furniture or environmental adaptations are

considered. Further, if needed, students with disabilities may be supported by a paraprofessional to afford them the opportunity to be educated with their peers without disabilities. In addition, the district seeks to find natural and authentic ways to build and foster relationships among students in extra-curricular activities as well. Recent initiatives have included adding Unified Sports to the High School program (track for 2018-2019; bocce for 2019-2020), providing additional supports for participation in extra-curricular clubs and activities (e.g., 3rd/4th grade chorus; Middle School drama productions, Robotics Club, Athletic events).

The district continues to promote professional development in varied structures (e.g., job-embedded professional development, consultation, professional learning communities, and/or attending trainings and workshops, etc.) in order to ensure that the faculty has the supports needed to meet the needs of all learners. The district is committed to ongoing professional learning for faculty members and provides substitute coverage, summer learning and professional learning days within the academic calendar. From initial hire and induction supports on universal design for learning (UDL), presuming competence and inclusive practices, faculty members are hired and support in addressing the instructional needs of all students. For example, all district faculty members participate in a 2-year professional development experience on Differentiated Instruction. District instructional coaches have received continued education and supports in the areas of inclusive education and universal design for learning. Through meaningful supports for instructional planning, all faculty members are able to enhance their skills and abilities to ensure students have access to grade level content and learning materials.

School District of Springfield Township continues to work collaboratively with the Office of Professional Learning at the MCIU to provide targeted consultation and training for staff in areas of inclusive practice, specifically in co-teaching. For students with complex learning needs, teachers use both the PA Core and Alternate Eligible Content standards to guide instructional planning. Targeted supports for the Autistic Support teams have worked through a Professional Learning Committee addressing assessment and instruction for complex learners in 2018-2019. Collaboration with the MCIU to facilitate SAS Toolkit meetings have helped remove barriers for complex learners while participating meaningfully in grade level programming. Building these structures and supports helps realize the district commitment to utilizing evidence-based models 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.

Table 4: LRE percentages over 5-year span

	80% or more time in general education	40% or more time in general education	Less than 40% of time in special education
2017-2018	71%	25%	3%
2016-2017	61%	35%	4%
2015-2016	55%	41%	4%
2014-2015	37%	59%	4%
2013-2014	34%	63%	3%

The School District of Springfield Township continues to enhance and expand its continuum of services for students receiving special education supports and services. Each year, programs are refined, updated and added in order to meet the needs of the students in our district. Currently, 71% of our students receiving special education supports and services are educated within the grade level classrooms for 80% or more of their day. The current state average is 62%. This current performance demonstrates a dedicated initiative from the district and community to increase access to grade level curriculum and programming for students. In 2014-2015, the district average of 36.8% of participation for 80% or more of the day was of concern. Concerted effort and collaboration between district and building administration, special education and grade level teachers, with support from professional development and coaching has resulted in a significant improvement in this area. In addition, currently 3% of students are receiving their supports for more than 40% of their day in special education program. This is less than the state average.

Finally, 4.6% of students are attending out of district placements and programs. This is in line with the state average of 4.9%. Students who are placed out of district include those with significant mental health and/or emotional support needs, autism, or multiple disabilities.

Before considering outside placements, the District seeks to exhaust options within the district facilities by utilizing a wide range of resources and supports. When the decision has been made by the IEP team for out of district placement, special education administration remains connected and involved in the IEP planning, education and progress monitoring of the student.

Additionally, there are often transition plans constructed to ensure the student can return to the district as their needs shift and change. The district continues to review students' needs on an annual basis to determine if continued placement is required or if the student's needs can be met in a less restrictive placement.

Behavior Support Services

The District through its supports, services and training is committed to implementing behavioral supports which employ positive strategies for all students. The district has a BCBA working to provide positive interventions and supports in each building through observation, consultation and training to administration, teachers, paraprofessionals and specialists. Schools are using PBS/PBIS programs to address areas of behavioral concern and to target universal interventions where data suggest issues exist (e.g., transition periods, cafeteria, and recess) to foster a positive climate in the schools. Each building is committed to establishing and growing a sense of belonging for all students and is integrating programming to infuse social emotional learning as a core component of curricula. Positive behavioral supports are embedded throughout each school.

For example, at Enfield Elementary students are recognized in their classrooms and it is, at times, shared during morning announcements or in the weekly parent newsletter. Each classroom has a "STAR" student weekly, who is highlighted on a bulletin board, the TV, and by attending a Principal's lunch. Positive behavior supports also occur in individual classrooms such as "Brownie Points", "Warm Fuzzies", "Jewels", and "Popcorn Jars", whereby students earn incentives as a class, building community. To make these practices more consistent, a school-wide program will be implemented for the 2019-2020 school year: Responsive Classroom.

At Erdenheim Elementary (grades 2-5), the team uses recess and lunch time to identify and address positive behaviors displayed by their students. Throughout the year, students learn the importance of showing their Spartan PRIDE [Perseverance, Respect, Integrity, Dependability, and Empathy]. During lunch and recess, students and classes who are successfully following our school expectations and showing their Pride are highlighted. Individual students have the opportunity to earn small rewards each week. Classes work together to earn Pride points each day. After each class earns a certain amount of specified points, they earn a class reward. In addition, we keep track of the total amount of Pride points earned by the entire school and the entire school works towards reaching a goal. Once the goal is reached we have school wide reward. A team of Erdenheim staff members meet once a month to review the school wide positive behavior plan, review building wide discipline data and use these data to inform areas of need, make any necessary adjustments to the plan, and brainstorm ideas to motivate our students to show their Pride and celebrate our successes.

In the Middle School and High School programs, the use of Restorative Justice and conferences has been a critical component to addressing relationships and authentic conflict resolution in the buildings while promoting opportunities to learn and grow through progressive discipline. Additional student leadership can be observed through Spartan Culture Committee (at the High School) and through Character Counts and Advisory periods at the Middle School. These age-appropriate authentic experiences help foster positive approaches and problem solving for our

adolescent students.

When universal or targeted supports are not sufficient, the district employs school counselors and social workers to assist in addressing supports for students and families when behavioral and/or mental health needs emerge. Additionally, each building has a child-study team and from grades 2-12, a SAP team has been established with a SAP counselor providing support through individual and group work provided through funding from county agencies. The SAP Provider for the School District of Springfield Township, as determined by the Office of Behavioral Health/Drug and Alcohol is Aldersgate Youth Services Bureau. Ongoing collaboration, review of PAYS data and student behavioral and discipline data are utilized to inform practice application and needs. Since 2017, Aldersgate (under funding from the County) has been providing targeted instruction in the elementary schools using the Second Step program. Utilizing a combination of school based and county provided services ensures a comprehensive approach to teaching proactive coping and social emotional skills to district students.

The District has comprehensive teams in place to address positive behavior supports and interventions when there are challenging behaviors being exhibited. SDST has 3 full time doctoral level school psychologists who participate in building - based child study teams to consult and offer suggestions as needs begin to emerge. There are universal and RTII supports in place within each building (including observation/consultation/intervention and results monitored) when behavioral needs are of concern. Additional supports by the school counselor, social worker or Board Certified Behavior Analyst are available to support classroom teachers in consultation and problem solving strategies to increase positive and pro-social behaviors.

In addition, once the MDE process has begun and/or a student is identified as requiring special education supports and services the district employs a full-time BCBA and uses a contracted BCBA in order to provide support to students with identified behavioral needs in the Least Restrictive Environment. While in the past the focus was solely on children with autism, the BCBA now is an integral part of programming for all students with identified behavioral needs or thought to be in need of behavioral support. When more intensive needs are observed and targeted interventions are not resulting in the desired outcome, a referral is made for a comprehensive initial Functional Behavior Assessment (FBA). The FBA includes observation, input from team and family, and ongoing data collection in order to yield a hypothesis on the function of the problem behavior. Once the hypothesis on behavior function is identified, a corresponding behavior plan is developed which serves to address not only the function of the behavior but specific replacement strategies and/or antecedent interventions which can be put into place to reduce the behavior and increase the positive and prosocial behaviors for the student. Ongoing data collection and analysis determine the effectiveness of the plan and the need for revisions. The data also allows for an on-going FBA to ensure the proper function of

behavior is being addressed in the plan. Training on general de-escalation techniques occurs as part of the staff training from a certified trainer in CPI (Crisis Prevention Institute) program. Each school building has a trained Crisis Intervention team with an articulated behavioral crisis response plan. The team at each building is constructed of professional staff in general and special education, school psychologist, building administrators, social workers and school counselors. Staff are also trained on strategies specific to individual students.

The BCBA serves as a consultant to the Emotional Support staff and Autistic Support classrooms. The Autistic Support team in utilizing the principles of Applied Behavior Analysis, specifically Verbal Behavior teaching strategies which include but are not limited to academic, language, and social programs. Additionally, the BCBA works to ensuring the principles of ABA are guiding classroom routines and procedures and staff (professionals and paraprofessionals) receive ongoing training, consultation and support.

In times of significant crisis, building teams are certificated to utilize physical interventions as a last resort. These are limited in use to times at which students are presenting as a clear and present danger to themselves or others and when less intrusive de-escalation procedures have been ineffective to resolve or reduce the intensity of the behavior. As required in Pennsylvania, we follow regulations and procedures on notifying parents and convening IEP meetings following a restraint for special education identified students.

The district continues to foster and promote access to mental health supports and services. SDST has 8 full time school counselors, 2.8 FTE Social workers (2 full time and 2 part-time), an ongoing relationship with the county office of behavioral health/drug and alcohol programs for Student Assistance Programs (SAP) and in 2019, instituted an agreement to provide School Based Outpatient services in each school building in a partnership with a local mental health comprehensive service provider. Further, school social workers work collaboratively in supporting families in accessing community based mental health and family supports as needed to address behavior holistically and comprehensively at home, school and in the community.

Intensive Interagency/Ensuring FAPE/Hard to Place Students

The School District of Springfield Township has provided appropriate programming for all students through allocation of resources and through collaboration with a combination of approved private schools, private day schools and the Montgomery and Chester County IUs. Although the district does not need to develop a plan for locating placements for hard to place students, it is committed to administrative oversight to ensure that our students receive a free, appropriate public education (FAPE) in the least restrictive environment.

It is a combination of the ability of the district to program for students with complex needs and the response of the IU and private facilities to also develop programs to meet the needs of our

most complex or behaviorally challenged students. The district works cooperatively with county behavioral health and intellectual disability support services, as well as private providers to pursue appropriate placements. Additionally, the district continues to seek partnerships with providers and programs in order to extend and expand offerings to help address unique needs of individual learners. SDST continues to seek programming options to address students with school avoidance and behavioral health needs which make attendance in middle and high school programs more challenging. The district continues to collaborate with consulting agencies to provide behavioral supports and services to support students and families in removing barriers to school attendance.

The district will consult with and utilize the services of the Interagency Coordinator from the IU and if/when necessary, an interagency meeting is initiated. The meeting typically will include a district representative, interagency coordinator, parents, and appropriate agency personnel. The purpose of the meeting is to review and develop an action plan to provide the student with the needed services and an appropriate education placement.

Assurances

Safe and Supportive Schools Assurances

The LEA has verified the following Assurances:

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

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

Special Education Assurances

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

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

24 P.S. §1306 and §1306.2 Facilities

Facility Name	Facility Type	Services Provided By	Student Count
Carson Valley	Nonresident	Carson Valley School	75

Least Restrictive Environment Facilities

Facility Name	Type of Facility	Type of Service	Number of Students Placed
Overbrook School for the Blind	Approved Private Schools	Blind and visually impaired	1
Devereux School	Approved Private Schools	Autistic Support	2
Lakeside School	Other	Emotional Support	2
Montgomery County IU	Neighboring School Districts	Emotional Support	4
New Hope Academy	Other	Emotional Support/Learning Support	2
LifeWorks School	Special Education Centers	Autistic Support	2
Fairwold Academy	Approved Private Schools	Emotional Support	1
Camp Hill School	Approved Private Schools	Autistic Support	1
Lincoln Center Leadership Academy	Other	Emotional Support	2
Nexus School	Other	Autistic Support	1
Chester County IU/CCDC	Special Education Centers	Life Skills Support	1
Wood Services	Approved Private Schools	Autistic Support	1

Special Education Program Profile

Program Position #1 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: July 1, 2015

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	5 to 8	9	0.8
Locations:				
Enfield	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	5 to 8	6	0.2
Locations:				
Enfield	An Elementary School Building	A building in which General Education programs are operated		

Program Position #2 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: July 1, 2015

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	5 to 8	11	0.8
Locations:				
Enfield	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%)	Emotional Support	5 to 8	4	0.2
Locations:				
Enfield	An Elementary School Building	A building in which General Education programs are operated		

Program Position #3 - Proposed Program*Operator: School District***PROPOSED PROGRAM INFORMATION***Type: Class**Implementation Date: July 1, 2015***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	8 to 11	25	0.5
Locations:				
Erdenheim	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%)	Emotional Support	8 to 11	10	0.5
Locations:				
Erdenheim	An Elementary School Building	A building in which General Education programs are operated		

Program Position #4 - Proposed Program*Operator: School District***PROPOSED PROGRAM INFORMATION***Type: Class**Implementation Date: July 1, 2015***PROGRAM SEGMENTS**

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

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	8 to 10	25	0.5
Locations:				
Erdenheim	An Elementary School Building	A building in which General Education programs are operated		

Program Position #5 - Proposed Program*Operator: School District***PROPOSED PROGRAM INFORMATION***Type: Class**Implementation Date: July 1, 2015***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Autistic Support	8 to 10	4	0.5
Locations:				
Erdenheim	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Autistic Support	8 to 11	4	0.5
Locations:				
Erdenheim	An Elementary School Building	A building in which General Education programs are operated		

Program Position #6 - Proposed Program*Operator: School District***PROPOSED PROGRAM INFORMATION***Type: Class**Implementation Date: July 1, 2015***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	9 to 12	10	0.5
Justification: This is a small building where there is one special education teacher per grade.				
Locations:				
Erdenheim	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	9 to 12	25	0.5
Locations:				
Erdenheim	An Elementary School Building	A building in which General Education programs are operated		

Program Position #7 - Proposed Program*Operator: School District***PROPOSED PROGRAM INFORMATION***Type: Class**Implementation Date: July 1, 2015***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	9 to 12	10	0.5
Locations:				
Erdenheim	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	9 to 12	25	0.5
Locations:				
Erdenheim	An Elementary School Building	A building in which General Education programs are operated		

Program Position #8 - Proposed Program*Operator: School District***PROPOSED PROGRAM INFORMATION***Type: Class**Implementation Date: July 1, 2015***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	8 to 10	10	0.5
Justification: This is a small building where there is one special education teacher per grade.				
Locations:				
Erdenheim	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	8 to 10	25	0.5
Locations:				
Erdenheim	An Elementary School Building	A building in which General Education programs are operated		

Program Position #9 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Class*Implementation Date:* July 1, 2015**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	11 to 14	25	0.5
Locations:				
Springfield Township 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%)	Emotional Support	11 to 14	10	0.5
Locations:				
Springfield Township Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #10 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Class*Implementation Date:* July 1, 2015**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	11 to 14	25	0.5
Locations:				
Springfield Township 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	10	0.5
Locations:				
Springfield Township Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #11 - Proposed Program*Operator: School District***PROPOSED PROGRAM INFORMATION***Type: Class**Implementation Date: July 1, 2015***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	4	0.5
Locations:				
Springfield Township 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
Full-Time Special Education Class	Autistic Support	11 to 14	4	0.5
Locations:				
Springfield Township Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #12 - Proposed Program*Operator: School District***PROPOSED PROGRAM INFORMATION***Type: Class**Implementation Date: July 1, 2015***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	10	0.5
Locations:				
Springfield Township 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
Full-Time Special Education Class	Life Skills Support	11 to 14	5	0.5
Locations:				
Springfield Township Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #13 - Proposed Program*Operator: School District***PROPOSED PROGRAM INFORMATION***Type: Class**Implementation Date: July 1, 2015***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:				
Springfield Township 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:				
Springfield Township Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #14 - Proposed Program*Operator: School District***PROPOSED PROGRAM INFORMATION***Type: Class**Implementation Date: July 1, 2015***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	11 to 14	25	0.5
Locations:				
Springfield Township 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	10	0.5
Locations:				
Springfield Township Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #15 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Class*Implementation Date:* July 1, 2015**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:				
Springfield Township 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:				
Springfield Township Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #16 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Class*Implementation Date:* July 1, 2015**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 18	10	0.5
Locations:				
Springfield Township 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 18	25	0.5
Locations:				
Springfield Township High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #17 - Proposed Program*Operator: School District***PROPOSED PROGRAM INFORMATION***Type: Class**Implementation Date: July 1, 2015***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	14 to 18	25	0.5
Locations:				
Springfield Township Middle 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%)	Emotional Support	14 to 18	10	0.5
Locations:				
Springfield Township Middle School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #18 - Proposed Program*Operator: School District***PROPOSED PROGRAM INFORMATION***Type: Class**Implementation Date: July 1, 2015***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 18	25	0.5
Locations:				
Springfield Township 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 18	10	0.5
Locations:				
Springfield Township High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #19 - Proposed Program*Operator: School District***PROPOSED PROGRAM INFORMATION***Type: Class**Implementation Date: July 1, 2015***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 18	10	0.5
Locations:				
Springfield Township 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 18	25	0.5
Locations:				
Springfield Township High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #20 - Proposed Program*Operator: School District***PROPOSED PROGRAM INFORMATION***Type: Class**Implementation Date: July 1, 2015***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	16 to 21	10	0.5
Justification: Job training, pre-vocational and post-secondary supports. Students are not in the classroom at the same time as we use a Block Schedule.				
Locations:				
Springfield Township 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	Life Skills Support	16 to 21	10	0.5
Justification: Students range in age for job placement, post-secondary and vocational supports. We use a block schedule and they are not in the classroom at the same time.				
Locations:				
Springfield Township High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #21 - Proposed Program*Operator: School District***PROPOSED PROGRAM INFORMATION***Type: Class**Implementation Date: July 1, 2015***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 18	15	0.5
Locations:				
Springfield Township 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
Full-Time Special Education Class	Life Skills Support	14 to 18	10	0.5
Locations:				
Springfield Township High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #22 - Proposed Program*Operator: School District***PROPOSED PROGRAM INFORMATION***Type: Class**Implementation Date: July 1, 2015***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 18	10	0.5
Locations:				
Springfield Township 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 18	25	0.5
Locations:				
Springfield Township High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #23 - Proposed Program*Operator: School District***PROPOSED PROGRAM INFORMATION***Type: Class**Implementation Date: July 1, 2015***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 18	10	0.5
Locations:				
Springfield Township 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 18	25	0.5
Locations:				
Springfield Township High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #24 - Proposed Program*Operator: School District***PROPOSED PROGRAM INFORMATION***Type: Class**Implementation Date: July 1, 2015***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	5 to 8	32	0.6
Locations:				
Enfield	An Elementary School Building	A building in which General Education programs are operated		

Program Position #25 - Proposed Program*Operator: School District***PROPOSED PROGRAM INFORMATION***Type: Class**Implementation Date: July 1, 2015***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	8 to 11	65	1
Locations:				
Erdenheim	An Elementary School Building	A building in which General Education programs are operated		

Program Position #26 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Class*Implementation Date:* July 1, 2015**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	11 to 14	30	0.5
Locations:				
Springfield Township 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	Speech and Language Support	14 to 21	20	0.5
Justification: Speech and language itinerant services are delivered within a small group setting or one on one. While the caseload exceeds the 4 year range, the service delivery does not.				
Locations:				
Springfield Township High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #27 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Class*Implementation Date:* April 3, 2015*Explain any unchecked boxes for facilities questions:* The class exists but was not listed in the previous special education plan.**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:				
Enfield Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #28 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Class and Position*Implementation Date:* September 1, 2016**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Autistic Support	14 to 18	8	0.5

Locations:				
Springfield Township 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
Full-Time Special Education Class	Autistic Support	14 to 18	8	0.5
Locations:				
Springfield Township High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #29 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: January 2, 2019

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	9 to 11	15	0.5
Locations:				
Erdenheim 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	9 to 11	15	0.5
Locations:				
Erdenheim Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #30 - Proposed Program

Operator: Intermediate Unit

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: July 1, 2016

Explain any unchecked boxes for facilities questions: The service is itinerant.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Deaf and Hearing Impaired Support	5 to 8	3	0.1
Locations:				
Enfield 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	Deaf and Hearing	8 to 11	4	0.1

	Impaired Support			
Locations:				
Erdenheim 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	Deaf and Hearing Impaired Support	11 to 14	3	0.1
Locations:				
Springfield 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	Deaf and Hearing Impaired Support	15 to 18	4	0.1
Locations:				
Springfield Township High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #31 - Proposed Program

Operator: Outside Contractor for the School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: June 2, 2017

Explain any unchecked boxes for facilities questions: Itinerant and consultative position as needed depending on caseload annually.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Blind or Visually Impaired Support	5 to 8	3	0.05
Locations:				
Enfield 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	Blind or Visually Impaired Support	8 to 11	2	0.05
Locations:				
Erdenheim 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	Blind or Visually Impaired Support	11 to 14	3	0.05
Locations:				
Springfield Middle	A Middle 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
Itinerant	Blind or Visually Impaired Support	18 to 21	1	0.05
Locations:				
Springfield Township High School	A Senior High School Building	A building in which General Education programs are operated		

Special Education Support Services

Support Service	Location	Teacher FTE
Director of Special Education and Student Services	Administration	1
School Psychologists	District Wide	3
Social Worker	Districtwide	2.4
Board Certified Behavior Analyst	Districtwide	1
Paraprofessionals	Enfield Elementary	12
Paraprofessionals	Erdenheim Elementary	27
Paraprofessionals	Middle School	15
Paraprofessionals	High School	18
Occupational Therapist	Districtwide	1.6
Physical Therapist	Districtwide	0.6
Supervisor of Student Services	Administration	1

Special Education Contracted Services

Special Education Contracted Services	Operator	Amt of Time per Week
Vision Therapist / Orientation and Mobility	Outside Contractor	2 Days
Sexuality Educator	Outside Contractor	0.5 Days
Board Certified Behavior Analyst	Outside Contractor	13 Hours
Hearing Support Services	Intermediate Unit	15 Hours

Needs Assessment

Record School Patterns

Question:

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

What other information do you still need to assess?

Answer:

Our district does not have any schools designated as priority or focus.

District Accomplishments

Accomplishment #1:

Across the school district we have increased the percentage of students accessing education within the regular education classroom to 77.8% in 2018-2019.

Accomplishment #2:

In 2018-2019 we established a districtwide equitable practices committee comprised of students, parents, community members, faculty, staff, administrators and board members focused on a targeted approach to continuous improvement in student achievement, participation, community engagement, professional development, hiring practices, and curriculum as related to equitable access for all students.

Accomplishment #3:

In 2018-2019 we conducted a survey of all students in grades 4 through 12 to assess the sense of belonging for students, using an assessment tool provided by the University of Pennsylvania. The survey results suggested a strong sense of belonging in elementary, middle and high school in the district. Across three buildings, 89% of students reported that they are accepted in our schools.

Accomplishment #4:

The district has been successful on the Future Ready Index across all measures in 2018-2019.

Accomplishment #5:

The district was the first in the state to adopt a formal policy supporting the rights of transgender students in our schools in 2016.

District Concerns

Concern #1:

The district continues to work towards consistent implementation of effective instructional practices across all schools.

Concern #2:

The district continues to work to respond effectively to the increasing mental health needs of students, specifically anxiety and depression.

Concern #3:

The district is working to develop a clearly-articulated, cohesive K-12 vision for student learning, including expectations for skills and competencies at each building level and communication and collaboration that support successful transition from building to building.

Concern #4:

The administration is working to build our capacity for distributed leadership through the development of teacher efficacy and active engagement in district initiatives.

Concern #5:

The district continues to strive to raise academic achievement as measured by standardized tests (PSSA/Keystone) and the Future Ready Index, and seeks to do so while reducing the gap in performance between white, wealthier students and their non-white, poorer peers.

Prioritized Systemic Challenges

Systemic Challenge #1 (*Guiding Question #0*) Maintain and develop a healthy environment that promotes engagement, involvement, and interaction among all stakeholders

Aligned Concerns:

The district continues to work towards consistent implementation of effective instructional practices across all schools.

The district continues to work to respond effectively to the increasing mental health needs of students, specifically anxiety and depression.

Appendix: Professional Development Implementation Step Details

No Professional Development Implementation Steps have been identified for Springfield Township SD.

District Level Affirmations

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

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

Affirmed by Karen Taratuski on 4/25/2019

Board President

No signature has been provided

Superintendent/Chief Executive Officer

Special Education Affirmations

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

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

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

Affirmed by Karen Taratuski on 5/1/2019

Board President

Affirmed by Nancy Hacker on 5/1/2019

Superintendent/Chief Executive Officer