

Spring-Ford Area SD

District Level Plan

07/01/2019 - 06/30/2022

District Profile

Demographics

857 South Lewis Road
Royersford, PA 19468
(610)705-6000
Superintendent: David Goodin
Director of Special Education: Daniel Currie

Planning Process

The District developed an internal and external stakeholder survey to help determine district challenges and strengths, skills and attitudes necessary for Spring-Ford graduates and fiscal priorities for the next five years. District strengths, challenges, priorities were established by holding focus groups that included district administration, faculty, school board members, parents and community members.

Mission Statement

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

Vision Statement

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

Shared Values

- Educating with dedication and passion
- Challenging each student to their fullest potential
- Educational opportunities beyond academics
- Respect and integrity
- Value diversity
- Health, wellness, and safety
- Global citizenship

- Collaboration and teamwork
- Personal and social responsibility
- Hiring and retaining the highest quality staff
- Fostering critical thinking and real world application

Educational Community

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

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

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

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

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

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

In October 2009, Pfizer completed its acquisition of Wyeth following the receipt of regulatory approval from all government authorities required by the merger agreement and approval by Wyeth shareholders. Pfizer-Wyeth will have numerous prescription drugs on the market this year. The combined operation will produce a company with a distinct blend of diversification, flexibility and scale. It will also ensure Pfizer's position as the world's largest pharmaceutical company.

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

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

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

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

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

The location of the district also provides residents with many employment opportunities in neighboring communities and in the major employment centers of the Delaware Valley. These include the City of Philadelphia (35 minutes), Valley Forge and King of Prussia Industrial Parks (10 minutes), the City of Reading (20 minutes) and the Great Valley Corporate Center (20 minutes). These facilities provide office space for some 200 industrial concerns, including Verizon, AT&T, Xerox, Prudential Insurance, Honeywell, NCR and IBM.

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

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

	Reading & Writing		Math		Writing	
	SF	State	SF	State	SF	State
2017	574	540	589	533	n/a	n/a
2016	529	500	556	506	520	481
2015	530	499	557	504	517	482
2014	518	497	543	513	508	480
2013	514	493	541	501	505	479
2012	506	492	533	501	491	480

Spring-Ford Area School District Class of 2018 Statistics

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

Recreation: Spring-Ford is within a few minutes of Ursinus College in Collegeville, the scenic and recreational attractions of Valley Forge National Historical Park, the outdoor attractions of French

Creek State Park, historical Hopewell Village and the quaint and fanciful shops and restaurants of St. Peter's Village. It is within minutes of the Philadelphia Premium Outlets in Limerick Township, the Providence Township Center in Upper Providence and the King of Prussia Mall. It is also less than an hour's drive east of Lancaster and the heart of Pennsylvania Dutch Amish Country.

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

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

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

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

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

Planning Committee

Name	Role
Mary Davidheiser	Administrator : School wide Plan
James Fink	Administrator : School wide Plan
Catie Gardy	Administrator : Professional Education
David Goodin	Administrator : Professional Education School wide Plan
Jacqueline Havrilla	Administrator : School wide Plan
Jeff Kollar	Administrator : School wide Plan

Kathie Kotch	Administrator : Special Education
Mary Pat Long	Administrator : Professional Education
Heather Nuneviller	Administrator : School wide Plan
Melissa Patschke	Administrator : Professional Education
Doug Reigner	Administrator : School wide Plan
Dr. Allyn Roche	Administrator : Special Education
Elaine Ruppert	Administrator : School wide Plan
Dr. Tina Weidenbaugh	Administrator : Special Education
Ed Dressler	Board Member : School wide Plan
Linda Fazzini	Board Member : Special Education
Linda Fazzini	Board Member : School wide Plan
Dawn Heine	Board Member
Christina Melton	Board Member : Special Education
Christina Melton	Board Member : School wide Plan
Teresa Carboy	Building Principal : School wide Plan
Mark Moyer	Building Principal : School wide Plan
David Evans	Business Representative : Professional Education School wide Plan
Pete Grande	Business Representative : Professional Education School wide Plan
Don Andes	Community Representative : Professional Education School wide Plan
Chris Andes	Community Representative : School wide Plan
Krista Bean	Community Representative : School wide Plan
Heather Bitzer	Community Representative : School wide Plan
Jacqueline Brucker	Community Representative : Professional Education School wide Plan
Marisa Grotell	Community Representative : School wide Plan
Alison Holt-Kalish	Community Representative : School wide Plan
Michael Pergine	Community Representative : School wide Plan
Brittany Volm	Community Representative : School wide Plan
Robert Catalano	Ed Specialist - Instructional Technology : Professional Education Special Education
Stephanie Compton	Ed Specialist - Other : Special Education
Dallas Groshardt	Ed Specialist - Other : Special Education
Tracey Polin	Ed Specialist - Other : Special Education
Jen Smith	Ed Specialist - Other : Special Education
Melissa Yonchuk	Ed Specialist - Other : Special Education
Kristin Beideman	Ed Specialist - School Counselor : Special Education

John Hughes	Ed Specialist - School Counselor : Special Education
Elaine Sandilos	Ed Specialist - School Psychologist : Special Education
Crystal Stubbs	Ed Specialist - School Psychologist : Special Education
Reesa Wurtz	Ed Specialist - School Psychologist : Special Education
Shawn Riordan	Elementary School Teacher - Regular Education : Professional Education School wide Plan
Katie Ellor	Elementary School Teacher - Special Education : Professional Education Special Education
Erin McAnallen	High School Teacher - Regular Education : Professional Education
Sue Miscavage	High School Teacher - Regular Education : Professional Education School wide Plan
Gerard Rogers	High School Teacher - Regular Education : Professional Education Special Education
Aimee Oblak	High School Teacher - Special Education : Special Education School wide Plan
Sue Choi	Instructional Coach/Mentor Librarian : School wide Plan
Holly Smith	Middle School Teacher - Regular Education : Professional Education School wide Plan
Sarah McMonigle	Middle School Teacher - Special Education : Professional Education Special Education
Krista Brown	Parent : Special Education
Karen Faix	Parent : School wide Plan
Clinton Fetterman	Parent : Professional Education School wide Plan
Leighann Graham	Parent : Special Education
Megan Kotes	Parent : School wide Plan
Jeff Lawton	Parent : Special Education
Ping Lawton	Parent : Special Education
Nadine Libby	Parent : Professional Education School wide Plan
Tricia Taylor	Parent : Special Education
Karen Weingarten	Parent : School wide Plan
Dan Currie	Special Education Director/Specialist : Special Education
Katie Davis	Special Education Director/Specialist : Special Education
Dave Krakower	Special Education Director/Specialist : Special

	Education
Christine Raber	Special Education Director/Specialist : Special Education
Christine Raber	Special Education Director/Specialist : School wide Plan
Nandini M. Patel	Student : School wide Plan
Nandini Patel	Student : School wide Plan
Taylor Stevens	Student : School wide Plan
Kimberly Bast	Student Curriculum Director/Specialist : Special Education
Heidi Rochlin	Student Curriculum Director/Specialist : Professional Education

Core Foundations

Standards

Mapping and Alignment

Elementary Education-Primary Level

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

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

This narrative is empty.

Elementary Education-Intermediate Level

Standards	Mapping	Alignment
Arts and Humanities	Developing	Developing
Career Education and Work	Developing	Developing

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

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

This narrative is empty.

Middle Level

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

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

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

This narrative is empty.

High School Level

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

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

This narrative is empty.

Adaptations

Elementary Education-Primary Level

Checked answers

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

Unchecked answers

None.

Elementary Education-Intermediate Level*Checked answers*

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

Unchecked answers

None.

Middle Level*Checked answers*

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

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

Unchecked answers

None.

High School Level

Checked answers

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

Unchecked answers

None.

Explanation for any standards checked:

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

Curriculum

Planned Instruction

Elementary Education-Primary Level

Curriculum Characteristics	Status
Objectives of planned courses, instructional units or interdisciplinary studies to be achieved by all students are identified for each subject area.	Accomplished

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.	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:

Through a systematic review of the curriculum content areas by way of the established curriculum review cycle, currently all curriculums are either in "research and study", "writing", "implementation", or "evaluate and refine". We have developed clear curriculum guides, pacing guides, and report card guides to ensure consistency in curriculum implementation, as well as provide common data on all students.

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

This narrative is empty.

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.	Developing
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:

Through a systematic review of the curriculum content areas by way of the established curriculum review cycle, currently all curriculums are either in "research and study", "writing", "implementation", or "evaluate and refine". We have developed clear curriculum guides, pacing guides, and report card guides to ensure consistency in curriculum implementation, as well as provide common data on all students.

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

This narrative is empty.

Middle Level

Curriculum Characteristics	Status
Objectives of planned courses, instructional units or interdisciplinary studies to be achieved by all students are identified for each subject area.	Accomplished
Content, including materials and activities and estimated instructional time to be devoted to achieving the academic standards are identified.	Developing
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.	Developing

Processes used to ensure Accomplishment:

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

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

This narrative is empty.

High School Level

Curriculum Characteristics	Status
Objectives of planned courses, instructional units or interdisciplinary studies to be achieved by all students are identified for each subject area.	Accomplished
Content, including materials and activities and estimated instructional time to be devoted to achieving the academic standards are identified.	Developing
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.	Developing

Processes used to ensure Accomplishment:

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

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

This narrative is empty.

Modification and Accommodations

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

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

Instruction

Instructional Strategies

Checked Answers

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

Regular Lesson Plan Review

Checked Answers

- Not Reviewed

Unchecked Answers

- Administrators
- Building Supervisors
- Department Supervisors
- Instructional Coaches

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

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

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

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

Responsiveness to Student Needs

Elementary Education-Primary Level

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

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

Elementary Education-Intermediate Level

Instructional Practices	Status
Structured grouping practices are used to meet student needs.	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

If necessary, provide further explanation. (Required explanation if column selected was

This narrative is empty.

Middle Level

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

If necessary, provide further explanation. (Required explanation if column selected was

This narrative is empty.

High School Level

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

If necessary, provide further explanation. (Required explanation if column selected was

This narrative is empty.

Recruitment

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

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

Assessments

Local Graduation Requirements

Course Completion	SY 19/20	SY 20/21	SY 21/22
Total Courses	4.00	4.00	4.00
English	3.00	3.00	3.00
Mathematics	3.00	3.00	3.00
Social Studies	3.00	3.00	3.00
Science	3.00	3.00	3.00
Physical Education	4.00	4.00	4.00
Health	1.00	1.00	1.00
Music, Art, Family & Consumer Sciences, Career and Technical Education	0.00	0.00	0.00
Electives	2.50	25.00	2.50
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: *Checked answers*

- Completion of secondary level coursework in English Language Arts (Literature), Algebra I and Biology in which a student demonstrates proficiency on the associated Keystone Exam or related project-based assessment if § 4.4(d)(4) (relating to general policies) applies.
- Locally approved and administered assessments, which shall be independently and objectively validated once every 6 years. Local assessments may be designed to include a variety of assessment strategies listed in ? 4.52(c) and may include the use of one or more Keystone Exams. Except for replacement of individual test items that have a similar level of difficulty, a new validation is required for any material changes to the assessment. Validated local assessments must meet the following standards:

- I. Alignment with the following State academic standards: English Language Arts (Literature and Composition); Mathematics (Algebra I) and Environment and Ecology (Biology).
- II. Performance level expectations and descriptors that describe the level of performance required to achieve proficiency comparable to that used for the Keystone Exams.
- III. Administration of the local assessment to all students, as a requirement for graduation, except for those exempted by their individualized education program under subsection (g), regarding special education students, or gifted individualized education plan as provided in ? 16.32 (relating to GIEP).
- IV. Subject to appropriations provided by law, the cost to validate local assessments shall be evenly divided between the school district, AVTS or charter school, including a cyber-charter school, and the Department. If the Department does not provide sufficient funding to meet its share, local assessments submitted for validation shall be deemed valid until a new validation is due to the Department.
- V. The Department will establish a list of entities approved to perform independent validations of local assessments in consultation with the Local Assessment Validation Advisory Committee as provided in ? 4.52(f).
- VI. School boards shall only approve assessments that have been determined to meet the requirements of this subsection by an approved entity performing the independent validation. If a school district, AVTS or charter school, including a cyber-charter school, uses a local assessment that has not been independently validated, the Secretary will direct the school entity to discontinue its use until the local assessment is approved through independent validation by an approved entity.

Unchecked answers

- Completion of an Advanced Placement exam or International Baccalaureate exam that includes academic content comparable to the appropriate Keystone Exam at a score established by the Secretary to be comparable to the proficient level on the appropriate Keystone Exam.
- Not Applicable. Our LEA does not offer High School courses.

Local Assessments

Standards	WA	TD	NAT	DA	PSW	Other
Arts and Humanities	X	X			X	X
Career Education and Work		X			X	X

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

Methods and Measures

Summative Assessments

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

Benchmark Assessments

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

Formative Assessments

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

Diagnostic Assessments

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

Validation of Implemented Assessments

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

Provide brief explanation of your process for reviewing assessments.

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

Development and Validation of Local Assessments

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

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

Collection and Dissemination

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

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

Data Informed Instruction

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

At all levels within the K-12 program, regular data team meetings are held to review and analyze all forms of data including summative, formative, benchmark and diagnostic

assessments. All assessment data is input into Performance Tracker, the district data clearinghouse, for continued access and review by respective administrative and instruction staff members.

Assessment Data Uses

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

Provide brief explanation of the process for incorporating selected strategies.

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

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

This narrative is empty.

Distribution of Summative Assessment Results

Distribution Methods	EEP	EEI	ML	HS
Course Planning Guides	X	X	X	X
Directing Public to the PDE & other Test-related Websites	X	X	X	X
Individual Meetings	X	X	X	X
Letters to Parents/Guardians	X	X	X	X
Local Media Reports	X	X	X	X
Website	X	X	X	X

Meetings with Community, Families and School Board	X	X	X	X
Mass Phone Calls/Emails/Letters	X	X	X	X
Newsletters	X	X	X	X
Press Releases	X	X	X	X
School Calendar	X	X	X	X
Student Handbook	X	X	X	X
Facebook Page, Twitter, and Spring-Ford Area School District Mobile App	X	X	X	X

Provide brief explanation of the process for incorporating selected strategies.

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

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

This narrative is empty.

Safe and Supportive Schools

Assisting Struggling Schools

Describe your entity's process for assisting schools that either do not meet the annual student achievement targets or experience other challenges, which deter student attainment of academic standards at a proficient level or higher.

If your entity has no struggling schools, explain how you will demonstrate continued growth in student achievement.

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

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

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

Programs, Strategies and Actions

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

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

This narrative is empty.

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.)

Students are identified for gifted supports using either a parent referral or a teacher/administration referral. Once a referral is made, students are screened by the

school counselor using a standardized screening tool. Based upon the results of the screening tool and upon analysis of available student achievement and other data, a "Permission to Evaluate for Gifted Education" form is sent to the parents. If a parent makes a request for testing, a "Permission to Evaluate" form is sent to the parents within the 10 day time frame. Once the form is received by the parent, the appropriate testing is completed by the school psychologist within 60 calendar days.

The gifted special education programs offered are as follows:

- K-8 grades: Gifted supports are addressed with a pull-out program focused on individual strengths related to core subjects
- 9th-12th grades: Students have the opportunity to enroll in Gifted Mentorship, Gifted Support Resource and/or Honors and AP courses, as well as dual enrollment (11th and 12th)

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

Educational professionals and/or parents bring students forward based on classroom performance. Data is analyzed and additional assessments are administered to determine if student should be fully evaluated for the gifted program.

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

School psychologists conduct a multi-disciplinary evaluation which includes achievement testing, classroom performance, review of student records, intellectual ability, teacher and parent input and any other relevant information.

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

The continuum of services includes enrichment for students in and out of the classroom, with options for acceleration by grade and/or subject area in grades K-8. The gifted special education programs offered are as follows:

- K-8 grades: Gifted supports are addressed with a pull-out program focused on individual strengths related to core subjects and specific student needs; various levels of services can be utilized
- 9th-12th grades: Students have the opportunity to enroll in Gifted Mentorship, Gifted Support Resource and/or Honors and AP courses, as well as dual enrollment (11th and 12th)

Developmental Services

Developmental Services	EEP	EEI	ML	HS
Academic Counseling	X	X	X	X
Attendance Monitoring	X	X	X	X
Behavior Management Programs	X	X	X	X
Bullying Prevention	X	X	X	X
Career Awareness	X	X	X	X
Career Development/Planning	X	X	X	X
Coaching/Mentoring	X	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		
Wellness/Health Appraisal	X	X	X	X
Social Skills and Field Trip Opportunities	X	X	X	X
Technology	X	X	X	X

Explanation of developmental services:

This narrative is empty.

Diagnostic, Intervention and Referral Services

Diagnostic, Intervention and Referral Services	EEP	EEI	ML	HS
Accommodations and Modifications	X	X	X	X
Administration of Medication	X	X	X	X
Assessment of Academic Skills/Aptitude for Learning	X	X	X	X
Assessment/Progress Monitoring	X	X	X	X
Casework	X	X	X	X
Crisis Response/Management/Intervention	X	X	X	X
Individual Counseling	X	X	X	X
Intervention for Actual or Potential Health Problems	X	X	X	X
Placement into Appropriate Programs	X	X	X	X
Small Group Counseling-Coping with life	X	X	X	X

situations				
Small Group Counseling-Educational planning	X	X	X	X
Small Group Counseling-Personal and Social Development	X	X	X	X
Special Education Evaluation	X	X	X	X
Student Assistance Program	X	X	X	X
Speech and Language Services	X	X	X	X
Occupational Therapy	X	X	X	X
Physical Therapy	X	X	X	X

Explanation of diagnostic, intervention and referral services:

This narrative is empty.

Consultation and Coordination Services

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

Explanation of consultation and coordination services:

This narrative is empty.

Communication of Educational Opportunities

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

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

Communication of Student Health Needs

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

Frequency of Communication

Elementary Education - Primary Level

- Quarterly

Elementary Education - Intermediate Level

- Quarterly

Middle Level

- Quarterly

High School Level

- Quarterly

Collaboration for Interventions

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

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

- Face-to-Face Meetings and Conversations (Child Study, IST, IEP and GIEP Meetings, Team Meetings, SAP meetings, Individual counseling, Grade Level Meetings, etc.)
- Behavioral Specialists
- Social Skills personnel
- Re-entry and transition back to district meetings
- E-mail
- Information saved/stored in Skyward and other databases (Performance Tracker, e-metric, IEP/GIEPs etc.)
- Phone Calls

Community Coordination

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

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

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

offered by each classroom teacher, as appropriate, and there are several Homework Help Clubs and/or academic extra-curricular offerings for all K-12 students.

Additionally, our Curriculum & Instruction department communicates the Pre-K standards will all local pre-school centers in our school district. We offer Kindergarten screening for all incoming K students and those that qualify are invited to participate in our Pre-K Summer Readiness Program. We are currently seeking to participate in a Pre- K Counts program with our local Intermediate Unit.

Preschool Agency Coordination

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

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

Montgomery County Intermediate Unit #23 (MCIU) addresses the coordination of activities to identify and serve and support children with disabilities to ensure both physical and programmatic access. Pre-kindergarten programs are not run directly by the LEA but are operated by or coordinated through the MCIU. Spring-Ford's K-3 Special Education Supervisor provides all necessary transition supports for students from early childhood settings to the K-12 school setting.

Materials and Resources

Description of Materials and Resources

Elementary Education-Primary Level

Material and Resources Characteristics	Status
Aligned and supportive of academic standards, progresses level to	Accomplished

level and demonstrates relationships among fundamental concepts and skills	
A robust supply of high quality aligned instructional materials and resources available	Developing
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	Developing

Provide explanation for processes used to ensure Accomplishment.

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

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

This narrative is empty.

Elementary Education-Intermediate Level

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

Provide explanation for processes used to ensure Accomplishment.

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

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

This narrative is empty.

Middle Level

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

Developing

Provide explanation for processes used to ensure Accomplishment.

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

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

This narrative is empty.

High School Level

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

Provide explanation for processes used to ensure Accomplishment.

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

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

This narrative is empty.

SAS Incorporation

Elementary Education-Primary Level

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

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

	classrooms
American School Counselor Association for Students	Implemented in 50% or more of district classrooms
Early Childhood Education: Infant-Toddler & Second Grade	Implemented in 50% or more of district classrooms
English Language Proficiency	Implemented in 50% or more of district classrooms
Interpersonal Skills	Implemented in 50% or more of district classrooms
School Climate	Implemented in 50% or more of district classrooms

Further explanation for columns selected "

This narrative is empty.

Elementary Education-Intermediate Level

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

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

	50% or more of district classrooms
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Further explanation for columns selected”

This narrative is empty.

Middle Level

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

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

Further explanation for columns selected "

This narrative is empty.

High School Level

Standards	Status
Arts and Humanities	Implemented in 50% or more of district

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

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

Further explanation for columns selected "

This narrative is empty.

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.

Not answered

Professional Education

Characteristics

District's Professional Education Characteristics	EEP	EEI	ML	HS
Enhances the educator's content knowledge in the	X	X	X	X

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

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

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

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

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

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

Specifically, our Professional Learning Plan is described below:

Spring-Ford Learning is Student Focused Learning

Our goal is to: Maximize each **STUDENT's LEARNING** by discovering how individual students learn best and structuring learning experiences accordingly.

Focus on student engagement to encourage growth. Teachers and students monitor progress toward stated learning goal through conversation, reflection, observation, assessments.

Learner centered instruction utilizes multiple strategies and modes with reflection and revision as needed. Technology is integrated to maximize engagement and differentiation.

Focus on teacher growth to meet student needs through targeted professional development and participation in professional learning communities with student learning as a focal point.

Spring- Ford RAMS experience:

R

- Responsive Instruction

: Student learning experiences are created in response to student needs; based on student readiness, considering areas of strength, weakness, and interest, with technology utilized appropriately to help meet student needs.

A

- Assessment

-Driven Instruction

:

Based on data, student input, and observation, where are students in relation to the stated (clear) learning objective? How have I used my data to structure learning for each student based on the student learning profile? Am I using Assessments of, for, and as learning?

M

- Multiple Instructional Methods and Modes

: Ensuring all students are engaged at the correct level of difficulty. Planning, implementing, and reflecting on a variety of instructional strategies based on student need, with technology integrated to maximize differentiation and engagement. Technology implementation moves beyond simply enhancing classroom instruction towards transforming learning.

S-

Student Focused learning

: Students are clear about procedures, expectations, and learning goals; students experience instruction (learning experiences) that fit their profile and focus on achievement and growth; are able to demonstrate learning in a variety of ways

At Spring-Ford, Student-Centered Learning occurs when

We focus on educator collaboration to brainstorm, explore, monitor, and reflect on student learning. Effective Educators know WHAT strategies to employ with WHICH students and WHEN & WHY to Empower Learning

We encourage teachers to discover and understand the unique attributes of each learner and to use this information to make effective instructional choices and improve instructional practice

Instructional practice results in student engagement through utilizing appropriate instructional methods and modes to maximize individual student learning.

The Spring-Ford administrative team is working to provide professional learning for all staff members during in-service time, before and after school meetings, during PLC and common planning time. We have contracted with outside vendors as needed to help support the professional learning of all staff members at Spring-Ford to ensure student success for all.

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

This narrative is empty.

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:
1/1/2013 Through December 31, 2017 was the five year window for completing this training. As of 12/31/17 all employees were compliant. We used GCN for most employees, but starting July 2016, employees used Safe Schools for compliance. The LEA will conduct required over the next 5 years through Safe Schools.

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:
8/23/2016 through 21-22 school year was the window for Act 71 compliance. Most employees attended in-service activities in August 2017 and October 2017 to fully meet this requirement. Others will use Safe Schools to complete the required training.

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

Questions
Not Applicable for our school entity

Strategies Ensuring Fidelity

Checked answers

- Professional Development activities are based upon detailed needs assessments that utilize student assessment results to target instructional areas that need strengthening.
- Using disaggregated student data to determine educators' learning priorities.
- Professional Development activities are based upon detailed needs assessments that utilize student assessment results to target curricular areas that need further alignment.
- Professional Development activities are developed that support implementation of strategies identified in your action plan.
- Clear expectations in terms of teacher practice are identified for staff implementation.
- An implementation evaluation is created, based upon specific expectations related to changes in teacher practice, which is used to validate the overall effectiveness of the professional development initiative.
- The LEA has a systemic process that is used to validate whether or not providers have the capacity to present quality professional development.

- Administrators participate fully in all professional development sessions targeted for their faculties.
- Every Professional development initiative includes components that provide ongoing support to teachers regarding implementation.
- The LEA has an ongoing monitoring system in place (i.e. walkthroughs, classroom observations).
- Professional Education is evaluated to show its impact on teaching practices and student learning.

Unchecked answers

None.

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

An ongoing agenda item at our Instructional Leadership meetings is Professional Development. The district leadership places a strong value on professional development and seeks to work with building principals to utilize all opportunities to meet with and support staff as they identify needs and seek to meet them. Teachers and administrators are able to attend professional learning opportunities outside of the district to learn and share new information, tools, and strategies with stakeholders in our district. A district assessment calendar has been created with in-service or other meeting opportunities available to work with and analyze student performance on benchmark and standardized assessments. Teacher training is increasingly focused on data-informed decision making to best meet the needs of all learners. Our K-6 teachers utilize data meetings and structure their RtII time based on data and student needs.

The teacher leaders (instructional coaches, department chairs and curriculum facilitators) have professional learning embedded into meeting time and because of this learning, are able to help support their peers with instruction and intervention as needed on a daily basis. The scheduled meetings for professional learning (including in-service) time are well attended by district and building administration to ensure collaboration and a coherent and consistent message is shared with staff. Action plans and expectations (goals) are built into the documents utilized by department chairs, instructional coaches, curriculum facilitators and district level curriculum and Instruction leaders. Our ongoing focus with Professional Development will be to revisit the Spring-Ford instructional model and endeavor to strive for strong instructional practice that meets the needs of individual students. We will continue to utilize technology to support student growth and achievement.

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

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

This narrative is empty.

Induction Program

Checked answers

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

Unchecked answers

None.

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

Overview:

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

Purpose of the Induction Program:

The hiring quality, effective teachers and professionals is the most important offering for SFASD students. The goal is to hire the best staff then support them in furthering their own

professional skills so that both they and our students are well-served.

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

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

This narrative is empty.

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

Unchecked answers

- Submission of inductee portfolio.

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

Three-year Structured Induction Program

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

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

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

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

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

Mentor Characteristics

Checked answers

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

Unchecked answers

None.

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

Responsibilities & Expectations

Mentors are committed to giving the following support

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

7. Help their protégé schedule observations of other teachers' classrooms or visits with other professionals to gather information on identified focus areas.
8. Facilitating three cycles of pre-observation conference, observation, and post-observation conference.
9. Completion and submission of the following documents at the conclusion of the school year: Criteria for Completion of Mentor-Protégé Process (signed by mentor, protégé and principal) and protégé's three-cycle professional growth summary.

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

This narrative is empty.

Induction Program Timeline

Topics	A u g - S e p	O c t - N o v	D e c - J a n	F e b - M a r	A p r - M a y	Jun-Jul									
Code of Professional Practice and Conduct for Educators	X														
Assessments		X		X	X										
Best Instructional Practices		X	X	X	X										
Safe and Supportive Schools	X		X			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			

If necessary, provide further explanation.

This narrative is empty.

Monitoring and Evaluating the Induction Program

Identify the procedures for monitoring and evaluating the Induction program.

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

Year 1:

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

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

General Information Checklist:

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

INTRODUCTION, GUIDING LIST OF SCHOOL AND DISTRICT PROCEDURES

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

- All purpose room, auditorium and cafeteria procedures
- Classroom instructional materials
- Classroom supplies and equipment
- Duplication and lamination of materials
- Emergency response plan
- Fire drill procedures
- Grade recording and reporting to parents, including report cards, notice of unsatisfactory progress and marking period schedule
- Introduction to school personnel, including office, custodial, food service and others
- Lesson plan (written) requirement, including preparation for a substitute teacher
- Non-instructional duties, including bus, hall, lunch and playground supervision

- Non-instructional record keeping, including attendance, lunch count, student records, and other non-instructional deadlines
- Open House dates and expectations
- Parent/teacher conferences, including expectations, schedule and strategies for success
- Room clean-up expectations
- Standardized testing procedures and schedule
- Student and Parent Handbooks procedures for distribution and review with students
- Technology hardware and software programs and procedures
- Technology assistance

Form 1 – Criteria for Completed Mentor Protégé Process:

SPRING-FORD AREA SCHOOL DISTRICT

NEW TEACHER/PROFESSIONAL MENTOR-PROTÉGÉ PROCESS

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

The following information is a record of the participation of _____ as a Protégé in the New Teacher/Professional Support Program of the Spring-Ford Area School District.

PROTÉGÉ ACTIVITY YES NO N/A DATES

New Professional Orientation

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

Classroom Environment Course Follow-up

1. Classroom Management/Questioning/Parent and Community
 2. Classroom/Needs Assessments (Follow-up)/Engagement Activities/ Effective Classroom Instruction
 3. Understanding by Design (UbD) Instructional Strategies
 4. Brain-based Learning/Learning Styles/Reflection and Goal Setting
- Mentor-Protégé Process**
5. Review of Form #1: *Criteria for Completed Mentor-Protégé Process*
 6. Review of school and district procedures
 7. Review of Charlotte Danielson's *Framework for Teaching*
 8. Completion for one class of *Form #2: Protégé's Three-Cycle Professional Growth Summary* (only items Mentor deems appropriate)
 9. Conversation on identified focus area
 10. Gathering information on identified focus area
 11. Required Protégé Observation #1 of other teacher
 12. Cycle #1 Pre-observation Conference
 13. Cycle #1 Observation
 14. Cycle #1 Post-Observation Conference/Cycle #2 Pre-observation Conference
 15. Required Protégé Observation #2 of other teacher
 16. Cycle #2 Observation
 17. Cycle #2 Post-Observation Conference/Cycle #3 Pre-observation Conference
 18. Required Protégé Observation #3 of other teacher
 19. Cycle #3 Observation
 20. Cycle #3 Post-Observation Conference
 21. Completion of *Form #2: Protégé's Three-Cycle Professional Growth Summary*

SIGNATURES ACKNOWLEDGING COMPLETION

Protégé Date

Mentor Date

Principal Date

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

SPRING-FORD AREA SCHOOL DISTRICT

NEW PROFESSIONAL MENTOR-PROTÉGÉ PROCESS

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

Protégé: _____ Mentor:

School: _____ Grade/Subject:

Date: _____

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

Cycle Three: Focus Area(s)		

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

Years 2 and 3:

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

Formal Documentation:

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

Recording Process

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

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

Unchecked answers

None.

Special Education

Special Education Students

Total students identified: **1384**

Identification Method

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

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

Enrollment

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

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

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

The District has reviewed the most recent available data from the Special Education Data as of December 1, 2016.

IDEA Disability Category	District Percentage	State Percentage	Significantly Disproportionate?
Autism	11.2%	10.7%	NO
Deaf-Blindness	----	0.0%	NO
Emotional Disturbance	8.0%	8.5%	NO
Hearing Impairment (Deafness)	1.2%	1.0%	NO
Intellectual Disability (Mental Retardation)	3.6%	6.5%	YES
Multiple Disabilities	-----	1.1%	NO
Orthopedic Impairment	-----	0.2%	NO
Other Health Impairment	17.3%	14.9%	YES
Specific Learning Disability	44.2%	41.8%	NO
Speech and Language Impairment	13.3%	14.7%	NO
Traumatic Brain Injury	----	0.2%	NO
Visual Impairment (Blindness)	----	0.4%	NO

The District have identified the following classification areas as *significantly* disproportionate when compared to the state average.

1. Intellectual Disabilities (Mental Retardation) District- 3.6% State- 6.5% The District has already begun to review data associated with the identification of students with Intellectual Disabilities (ID). Supervisors of Special Education have had discussions with the school psychologists regarding evaluation procedures and criteria. Psychologists have protocols to follow if a student's Full Scale IQ score is below 70. Some other areas discussed are: 1.) some students identified for special education services at a young age do not meet the criteria for Intellectual Disabilities and psychologists are hesitant on labeling a young student with ID until they have more structured education and experiences; and 2.) We have a number of students who have ID as a secondary disability who are not reflected in the data (because the state and district data are reported based on primary disability).
2. Other Health Impairment- District- 17.3% State- 14.9%- The District has been working over the past year on examining our use of the other health impairment category. We have been analyzing data by school, disability type and type of support. Multiple meetings have been held with psychologists, principals, special education teachers, general education teachers and parents. What we are finding is that more and more students are coming into programs with medical diagnoses (i.e. Sensory Integration disorder; Attention Deficit Disorder; and various mental health issues) which have a significant impact on their access to instruction. In some cases, students may not have enough exposure to the curriculum to be identified with a specific learning disability, but have a condition that qualifies them under OHI.

Non-Resident Students Oversight

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

Child Find requirements for 1306 students- The District locates students which are thought to be exceptional in 1306 Placements through the Child Find process. This process occurs throughout the year and provides information regarding the evaluation and IEP process. Several mediums are used to notify the public of the child find process. Child Find notices appear in local newspapers, are displayed on the District website, and information is at the District Office regarding contact information for students who may need an evaluation to determine eligibility and a need for special education services. The District works closely with the Intermediate Units to ensure that they are informing the public about Child Find

requirements through their own website and newspaper notifications on behalf of the District.

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

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

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

Incarcerated Students Oversight

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

If students are incarcerated and are thought to be eligible for special education, the District works in conjunction with the local Intermediate Units through the Child Find process. The Montgomery County Intermediate Unit (MCIU) and Chester County Intermediate Unit (CCIU) offer programs at the local youth detention center for students who are eligible for special education. If needed, the MCIU or CCIU will provide complete psycho-educational evaluations or re-evaluations to determine a Free Appropriate Public Education program for the students who are served in the local youth detention center or prison. The district works closely with the probation officers to ensure that students are receiving appropriate special education services and that we are in communication with county agencies surrounding any updates or issues with students who are incarcerated. Information is provided to assistant principals, guidance counselors and special education supervisors. If a

student is adjudicated in a setting outside of the Least Restrictive Environment, this information is shared with the schools. School personnel attend meetings to ensure that the District is providing oversight to students who are incarcerated.

Least Restrictive Environment

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

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

If a student is exhibiting significant behavioral difficulty which is affecting their learning or the learning of others, the IEP team will complete a Functional Behavioral Assessment (FBA). An IEP team will develop a positive behavior support plan for a student whose behavior disrupts their learning or that of others when other behavioral interventions are unsuccessful. Additional interventions may include social skills instruction, counseling, or behavior specialist intervention or consultation. If an itinerant level of service is not providing the student with an opportunity to access his or her education, and supplementary aids and services have been exhausted, a supplemental level of services may be provided to assist the student in learning the skills necessary to access his or her education. Prior to placing a student outside the district, supplemental level of service would be considered within the district.

In our district, all nonacademic and extracurricular activities are open to students with

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

2. The district has made advances towards providing intensive levels of support within the general education environment. These efforts include: professional development to support co-teaching and differentiation through both the Intermediate Unit and PaTTAN, scheduling classes to allow for supports, and an increase in special education staffing to support students in the general education environment. In addition, the district has made cohesive efforts to keep students in their home school setting by increasing the continuum of services within the district. In the last 5 years, the district has expanded its autistic support program, added two classes for full time emotional support, began a virtual academy, expanded work opportunities within the local community, and hired an additional behavior specialist to support students. Technology has also played a role in supporting students in the general education environment. The addition of laptop carts, iPads, Google Chromebooks, utilization of text to speech and speech to text applications have assisted students in being independent in the general education setting.

The district's focus on positive mental health for its students has also increased the continuum of service available within the district. Staff and parents have been trained in QPR, a set of steps when responding to a mental health crisis in individuals. Students at the high school level participate in resiliency teams that spread the message to other schools in the district. Mindfulness training has allowed these positive strategies to be available to all students, due to training at all elementary buildings and optional workshops for teachers at the secondary level. In addition, the district has increased the number of school counselors and contracted with additional Lakeside counselors. These services are available to provide individual and group counseling in grades K - 12. These services are often included in the Individualized Education Plans (IEPs). Every effort is made to support a students' mental health needs to avoid interruptions in educational programming.

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

In addition, the District participated in Project Max for three years, and continues to utilize the strategies that support maximizing access to the PA Core. Project Max is a PaTTAN initiative designed to support and promote access to the PA Core for students with complex

needs.

3. The district has met the SPP targets for all areas of Indicator 5 (Educational Environments). In the last full Penn Data report in 2015, the district met the SPP target for students at an itinerant level after many years of focusing on this goal. An itinerant level of service is indicated when the student is included in general education for 80% or more of the school day. The district currently includes 64% of special education students at an itinerant level. The SPP target was 63.1%. This SPP target is met by being higher than the target. Students with specific learning disabilities are placed into supplemental placements when the team decides the student needs replacement instruction to meet their IEP goals. All buildings implemented specific action steps to increase the provision of supplementary aids and services within the general education classroom.

The following disability groups tend to have higher numbers of children who receive replacement instruction or placement in special classes and settings, or both: 1) children with intellectual disabilities; 2) children with moderate to severe autism; 3) children with moderate to severe multiple disabilities; 4) children with severe health impairments; 5) children with emotional disturbances that are seriously affected by the social, emotional, and environmental stimuli common to regular school environments; and 6) children with severe learning disabilities that do not demonstrate the expected rate of acquisition and retention of basic reading and math skills when exposed to evidence, research-based early reading and math instruction. If it is necessary for a student to be placed in a more restrictive environment, communication with the outside placement is ongoing and collaborative to ensure the student is making meaningful progress and to ensure plans for transitioning the student back to the home district when it is appropriate. The district meets the SPP target for students placed in the general education classroom 40% or less with only 5.4% of students placed in this level of programming. This is considerably lower than the SPP target of 8.5%, which is desired for this target. Currently the district has 63 students placed outside the district. The percent of students placed out of the district (4.5%) is lower than the state average (4.9%) and meets the SPP target (4.6%). This demonstrates the district's commitment to programming for students within the home school environment. Every effort is made by IEP teams to develop programs that will allow students to stay in the district with their peers.

Our data clearly indicates that the itinerant level of service increases as the students move to higher grade levels. Students are also considered for exit from special education in increasing numbers as they meet their IEP goals and demonstrate independence from specially designed instruction and supports.

Behavior Support Services

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

2. Describe training provided to staff in the use of positive behavior supports, de-escalation techniques and responses to behavior that may require immediate intervention.
3. If the district also has School-Based Behavioral Health Services, please discuss it.

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

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

The district has expanded its behavioral health services by hiring an additional behavior specialist who provides training, consultation, and direct intervention. The district utilizes behavior support through the MCIU as well. There is a district behavior specialist for grades K - 6 and one for grades 7 - 12. To date, the behavior specialists, who are Applied Behavior Analysis (ABA) certified, have trained all paraprofessionals in ABA strategies, special education teachers on writing positive behavior support plans, and psychologists on conducting Functional Behavioral Assessments. The behavior specialist at the secondary level also helps to run counseling groups with students in the itinerant emotional support programs.

The district has also expanded its behavioral and mental health services in many ways. All secondary, administrative and counseling staff is provided with QPR training (Question, Persuade, Refer) to provide preventative strategies for mental health. All staff was provided with trauma awareness training and the opportunity to participate in Youth Mental Health First Aide (provided by MCIU). An intensive trauma awareness training program was offered to counselors, nurses, psychologists and administrators were provided. The district provides student support counselors through the Lakeside Educational Network. These licensed counselors provide group and individual counseling to students with IEPs and students in crisis. Additional school counselors were added recently at the elementary level, providing better support to students at that level. A preventative approach is asserted with the district leadership when anxiety, anger and depression are impacting behaviors.

Counseling, whether short or long term, are considered and implemented when these issues arise. Where appropriate, goals are written into IEPs that relate to mental health needs. In addition, a counselor is assigned to support the 2 full time emotional support programs at the middle school level. Students in the district's full time emotional support programs K - 8

receive daily group counseling services. At the high school level, students in need of emotional support receive daily coaching from emotional support teachers as well as group and individual counseling on a regular basis. Counselors support students in all programs when behavioral or mental health are impacting their educational program, socially or educationally.

Intensive Interagency/Ensuring FAPE/Hard to Place Students

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

If our District has difficulty ensuring Free and Appropriate Public Education (FAPE) for an individual student or a particular disability category, we partner with surrounding districts, agencies, private academic schools, approved private schools, alternative schools, partial hospitalization programs or Intermediate Units for potential programming options for the student. A referral is made to any program with parent permission. An intake is scheduled to review progress, records, provide an overview of the program and to develop a new IEP. The parent and student visit the potential program with school district personnel involved as well. If a re-evaluation is needed, this is provided to access services and programs as quickly as possible. The District has a Multiple Disabilities Support (MDS) classroom so that students would be educated in their home school district. Additionally, the District has expanded our Intermediate Unit Life Skills class and has 2 MDS classes operating within one of the District elementary school so students can be educated within their home schools. The District has two behavior specialists available for all K-12 schools and students. At every IEP meeting, emphasis is placed upon return to the Least Restrictive Environment. Lastly, co-teaching is available for students in grades 5-12.

The District utilizes an interagency approach to identify, locate and evaluate students with potential need for those hard to place students. The District partners with child serving agencies within the county including Children and Youth, Juvenile Probation and wrap-around agencies to ensure that all participants are at meetings to provide information for appropriate placements for all students. Interagency collaboration results in successful programming for students who are truant, family issues or need extensive support within the school setting and the home. Services may include wraparound support, counseling, training or referral to drug rehabilitation agencies. The District has successfully partnered with Lakeside Educational Network for five intervention counselors who serve as liaisons with any outside agencies, therapists, or release from hospitalization programs. The

Intervention counselors also provide direct individual and group counseling. In addition, the District operates its own Brain Steps program for those students with mild or traumatic brain injuries. The team provides supports to students, teachers and parents upon return to school after brain injuries. Consultation with outside medical providers ensure that students receive appropriate programming.

Strengths and Highlights

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

Strengths and Highlights

Administrative support

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

Leadership

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

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

Child Find Awareness and Activities

The district engages in Child Find activities throughout the school year. This includes annual public notice regarding Spring-Ford's educational programs. The aforementioned notice appears in area newspapers, student handbooks, school calendar, district website, and postings in school buildings and the district office. This is in addition to the Annual Public Notice published by the Montgomery County Intermediate Unit. The District utilizes child study team and/or an instructional support processes in every building.

Knowledgeable teachers in all areas help with early identification of students who require additional support. The Response to Instruction and Intervention has expanded to all elementary schools. The district has added Instructional Support Team teachers at the K-4 levels. Data meetings are implemented in each building on a regular basis to intervene for the students who are at risk in achievement. An instructional support child study team process has been implemented at the high school level as well.

Early intervention

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

Culture of Acceptance

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

Student Achievement

Buildings have put interventions in place that allow students to make significant gains in reading and math. Those intervention programs include: reading support, Target time, PA Common Core remedial classes, academic support and study support classes. In addition,

work study programs and the Future Planning Center at the high school provide guidance and support to students and families regarding post-secondary training and education.

AIMSWEB, a progress monitoring tool, has been expanded district wide to help students, teachers and parents see progress and set goals. The PA Core Curriculum is delivered to all students, which includes alternate eligible content for students who participate in the Pennsylvania Alternate System Assessment (PASA)..

Programs of Instruction

A full continuum of programs is available to students in K-12 ranging from Itinerant to Full-Time programs with an emphasis on the Least Restrictive Environment in the home school. Direct instruction programs such as Reading Mastery, Decoding, and Language for Learning, AMP Reading program, Saxon Math and Connecting Math are utilized to supplement the general education curriculum. The co-teaching model is evident in 5th grade through 12th grade. The use of flexible grouping allows each student to interact with a variety of peers. Bullying is addressed at all levels with a pro-social curriculum. Additional programs of instruction and interventions include:

- Project Max
- Competent Learner model
- Wilson Reading
- Visualizing and Verbalizing program
- Social Skills
- Modernizing Learning
- SRA direct instruction programs
- Math-U-See

The District operates a five-week ESY program. Academic instruction is conducted in the morning combined with afternoon programming for social skills, vocational skills, activities of daily living and community-based instruction.

Related services

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

- Occupational therapy
- Physical therapy
- Speech and language

- School health services and school nurses
- Hearing Support services
- Vision Support services
- Orientation and Mobility
- Audiological consultation
- Counseling- individual and group
- Psychological services
- Behavior analysis services
- Behavior support services
- 2 district behavior specialists
- Vocational training
- Job coaches
- One-to-one instructional assistants
- ABA and CLM Trained instructional assistants
- Social worker
- Specialized transportation services
- Peer mentoring- RAM Buddies, Friends in the Community, Unified Track Team
- Social Skills group

Secondary Transition

The District supports work experiences for students in community businesses as well as IU programs located within and outside of the district. A transition consultant assists IEP teams with placement, assessment and opportunities for students to gain employability skills and job training. The District has created a Spring-Ford Transitional Employment Program (S.T.E.P) to collaborate with work sites that offer training for students who are supported by district special education para educators. In addition, the District has partnered with the Western Montgomery Career and Technology Center and the Intermediate Unit to create a new vocational exploration program called C.E.O. –Career Exploration Opportunity. This program is a half day program designed to acquaint students with vocational programs as well as employability skills including social interaction, task completion and teamwork.

District supplemental and full time learning and autistic support classes at grades 5-12 and the full-time learning support classes at grades 5 to 12 have access to rooms with kitchen and laundry facilities. These areas support IEP goals for independent living skills in a more natural environment to reinforce the transfer of skills and to help with the transition to post-secondary life. In addition, community-based instruction is provided for students at all levels and it reinforces explicit instruction provided in the classroom focusing on social skills, money management and employability skills. Community Based Instruction provides opportunities at the K-12 level for students to generalize skills from the classroom to community area stores, restaurants and other businesses. Skills that are reinforced during the instruction include: independent living skills in the community, social skills, language, behavior and functional reading and math skills. In addition, there is a sensory room with pre-vocational activities and equipment located at the high school.

Transitions between multiple buildings are facilitated in a variety of ways. Teachers collaborate with each other in advance of the transition by sharing materials and adaptations. Parents are provided with orientations specific to special education. Students are provided with multiple visits depending on needs to the new building. High school students have access to the Future Planning Center which provides guidance with the application to college or technical post-secondary programs. They have access to the Naviance computer based program to assist with post-secondary exploration and planning.

Technology

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

In addition, various other technological devices include:

- Laptop carts
- Ipads and apps including AAC applications
- Smartboards/ technology
- Text to speech software
- Speech to text software
- Text prediction software
- Audio version software
- Google Documents
- Chromebooks

Finalsite pages on the district website include class assignments and resources. Quizlets and other review activities are regularly posted. Teachers at the high school level are part of Modernized Learning cohorts for training in technology utilizing various programs in their classrooms such as Nearpod, Google Classroom, Padlet, Kahoot, Newsela, Edpuzzle, etc.

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

Assistive Technology

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

Parent Involvement and Support

Parents are encouraged to actively participate in the evaluation, reevaluation and IEP process meetings. The District provides parent meetings in which various speakers provide information and guidance for parents of children with special needs. In addition, the district provides parent workshops: math nights, literacy nights, mental health education, and orientation, to name a few. Transition nights are offered when students are moving to new buildings. Notification is provided through district website, Facebook, Twitter, Skylert, email and flyers mailed to parents. Parents are included on the Board Curriculum/Special Education Committee, which gives them an opportunity for direct input. In addition, an autism network support parent group (the A-Team) has been organized and supported by the district. Communication occurs through multiple media. Parent participation involves county wide events coordinated by the MCIU; District interagency council and the Local Task Force (a parent support group with a district representative on the board). PaTTAN resources available to parents. The District also assists families with accessing community resources and Medical Assistance. Parents have set up an educational fund and lead fundraisers that bring resources to the students in Spring-Ford (Ice for Autism). Math and Literacy information nights are offered by the Curriculum and Instruction Department as well as transition nights for incoming fifth grade students with a special education

component for families of students who have IEP's. Lastly, open and continual communication occurs between staff, administration and parents as evidenced by committee participation to develop the Special Education Plan as part of the District's Comprehensive Plan.

Career and Technology Education

The district is one of three sending districts to the Western Montgomery Career and Technology Center (WMCTC). The program consists of half-day programming at WMCTC and half-day school program at the high school. A monthly meeting occurs with the high school special education supervisor and the WMCTC. A special education teacher is assigned to communicate with the student success coordinators at the WMCTC regarding student progress.

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

Professional Development

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

Community Involvement and Support

The District continues to partner with community businesses to raise funds and community awareness regarding special education. The first events were held in 2007 and the funds raised that are available for special education teachers to add new programs and resources to their program. The A-TEAM parent group meets on a regular basis in the community and partners with the school district on local resource fairs and fundraising events that provide resources for teachers and students in the district. Ice for Autism, a fund supported by business partners in the community, provides resources to the special education

department through the Education Foundation. The District partners with Special Olympics and attends events with other schools.

Least Restrictive Environment

At the forefront of every IEP team meeting, the discussion begins with the general education setting to determine if the student's needs can be met with supplementary aids and services. More students are being included in general education and continuing efforts emphasize the least restrictive environment. Through collaboration, particularly through implementation of the co-teaching model, the district has continued to grow our LRE percentages. In the 2015 Penn Data report, the district met all three educational environment SPP targets for the state.

Teamwork, Collaboration and Communication

During Evaluation/IEP meetings, representatives from a variety of disciplines work together in developing an appropriate program for each student. Supervisors, principals, counselors, related service providers, behavior specialist, parents and students provide support throughout the process. Students feel comfortable and supported throughout the IEP process. Ongoing communication regarding student progress occurs throughout the school year. A variety of communication methods are in operation: Skylert messages for building level activities and district announcements, Spring-Ford Finals site portal and the RAM Country TV station.

Staff Achievements and Recognition

Several special education teachers have won awards indicating their level of expertise and commitment to the special education program. Those teachers have been selected by senior students to receive the Senior Impact awards for being influential in the students' academic career and success. The Golden Ram Award is given annually to a staff member who is nominated by a student, parent, or other staff member for outstanding service to the district.

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
Meridan Group Home	Nonresident	Spring-Ford Area High School	4

Least Restrictive Environment Facilities

Facility Name	Type of Facility	Type of Service	Number of Students Placed
Melmark School	Approved Private Schools	Multiple Disabilities Support	5
The Vanguard School	Approved Private Schools	Autistic Support	7
The Anderson School	Neighboring School Districts	Emotional Support	5
Child and Career Development Center (CCIU)	Special Education Centers	Multiple Disabilities and Emotional Support	4
Martin Luther School- Silver Springs	Approved Private Schools	Emotional Support	1
Devereux Brandywine School	Approved Private Schools	Emotional Support	1
HMS School for Children with Cerebral Palsy	Approved Private Schools	Multiple Disabilities	1
Lakeside School	Other	Learning and Emotional Support	2
Overbrook School for the Blind	Approved Private Schools	Multiple Disabilities	1
Lakeside Vantage-Souderton	Other	Learning and Emotional Support	5
Lakeside Vantage-Upper Merion	Other	Learning and Emotional Support	2
Pathway School	Approved Private Schools	Emotional and Autistic Support	3
The Timothy School	Approved Private Schools	Autistic Support	7
Technical County High School(TCHS)-Pickering	Neighboring School Districts	Learning and Emotional Support	8
Bucks County IU	Special Education Centers	Multiple Disabilities	1
Perkiomen Valley Middle School West	Neighboring School Districts	Multiple Disabilities	1
Lifeworks School -	Special Education	Emotional and Autistic	4

Foundations Behavioral Health	Centers	Support	
Camphill Special School	Approved Private Schools	Lifeskills Support	2
Woods Services	Approved Private Schools	Emotional and Autistic Support	1
Project Search	Other	Life Skills Support	1
The Learning Center (CCIU)	Neighboring School Districts	Learning and Emotional Support	3
Devereux Mapleton Campus	Approved Private Schools	Emotional Support	1
Devereux Cares	Approved Private Schools	Autistic support	1
Milagre School	Special Education Centers	Autistic Support	2
Capstone Academy	Special Education Centers	Autistic Support	2

Special Education Program Profile

Program Position #1

Operator: School District

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	5 to 10	45	1
Justification: This is a speech caseload. Groups of students do not exceed three grade levels at any time.				
Locations:				
Brooke Elementary	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: Position

Implementation Date: August 23, 2017

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

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	7 to 10	25	0.5
Locations:				
Brooke	An Elementary School	A building in which General Education		

Elementary	Building	programs are operated		
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Program Position #4*Operator: School District***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	8 to 10	13	1
Locations:				
Brooke Elementary	An Elementary School Building	A building in which General Education programs are operated		

Program Position #5*Operator: School District***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	6 to 8	5	0.71
Locations:				
Brooke Elementary	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	Learning Support	6 to 8	2	0.29
Locations:				
Brooke Elementary	An Elementary School Building	A building in which General Education programs are operated		

Program Position #6*Operator: School District***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	8 to 9	1	0.2
Locations:				
Brooke Elementary	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	8 to 9	4	0.8
Locations:				
Brooke Elementary	An Elementary School Building	A building in which General Education programs are operated		

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

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	5 to 7	6	0.75
Locations:				
Brooke Elementary	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	Learning Support	5 to 7	2	0.25
Locations:				
Brooke Elementary	An Elementary School Building	A building in which General Education programs are operated		

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

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	7 to 9	4	0.5
Locations:				
Brooke Elementary	An Elementary School Building	A building in which General Education programs are operated		

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

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

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

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

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	8 to 10	7	0.56

Locations:				
Evans 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	Autistic Support	8 to 10	1	0.1
Locations:				
Evans Elementary	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	8 to 10	4	0.34
Locations:				
Evans Elementary	An Elementary School Building	A building in which General Education programs are operated		

Program Position #11*Operator: School District***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Autistic Support	7 to 8	3	0.3
Locations:				
Evans Elementary	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	7 to 8	9	0.5
Locations:				
Evans Elementary	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	7 to 8	2	0.2
Locations:				
Evans Elementary	An Elementary School Building	A building in which General Education programs are operated		

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

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	6 to 8	7	0.64

Locations:				
Evans Elementary	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	6 to 8	4	0.36
Locations:				
Evans Elementary	An Elementary School Building	A building in which General Education programs are operated		

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

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	6 to 8	1	0.14
Locations:				
Limerick Elementary	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	6 to 8	6	0.86
Locations:				
Limerick Elementary	An Elementary School Building	A building in which General Education programs are operated		

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

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

Program Position #15

Operator: School District

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:				
Limerick Elementary	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 10	4	0.5
Locations:				
Limerick Elementary	An Elementary School Building	A building in which General Education programs are operated		

Program Position #16

Operator: School District

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Autistic Support	6 to 8	3	0.43
Locations:				
Limerick Elementary	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Autistic Support	6 to 8	4	0.57
Locations:				
Limerick Elementary	An Elementary School Building	A building in which General Education programs are operated		

Program Position #17

Operator: School District

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	8 to 10	1	0.05
Locations:				
Limerick Elementary	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	8 to 10	19	0.95
Locations:				
Limerick Elementary	An Elementary School Building	A building in which General Education programs are operated		

Program Position #18*Operator: School District***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Autistic Support	8 to 10	1	0.25
Locations:				
Limerick Elementary	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Autistic Support	8 to 10	3	0.75
Locations:				
Limerick Elementary	An Elementary School Building	A building in which General Education programs are operated		

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

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

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

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	9 to 11	11	0.79
Locations:				
Oaks Elementary	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	9 to 11	3	0.21

Locations:				
Oaks Elementary	An Elementary School Building	A building in which General Education programs are operated		

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

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	6 to 8	7	0.78
Locations:				
Oaks Elementary	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	6 to 8	2	0.22
Locations:				
Oaks Elementary	An Elementary School Building	A building in which General Education programs are operated		

Program Position #22*Operator: School District***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Autistic Support	8 to 9	1	0.11
Locations:				
Oaks Elementary	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	8 to 9	5	0.56
Locations:				
Oaks Elementary	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	8 to 9	3	0.33
Locations:				
Oaks Elementary	An Elementary School Building	A building in which General Education programs are operated		

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

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	5 to 10	37	1
Justification: This is a speech caseload. Students in the groups do not exceed three years.				
Locations:				
Royersford Elementary	An Elementary School Building	A building in which General Education programs are operated		

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

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	8 to 9	10	0.83
Locations:				
Royersford Elementary	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	8 to 9	2	0.17
Locations:				
Royersford Elementary	An Elementary School Building	A building in which General Education programs are operated		

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

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Autistic Support	9 to 10	1	0.07
Locations:				
Royersford Elementary	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	9 to 10	4	0.29
Locations:				
Royersford Elementary	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	9 to 10	9	0.64
Locations:				
Royersford Elementary	An Elementary School Building	A building in which General Education programs are operated		

Program Position #26*Operator: School District*

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Autistic Support	6 to 8	2	0.18
Locations:				
Royersford Elementary	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	6 to 8	7	0.64
Locations:				
Royersford Elementary	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	6 to 8	2	0.18
Locations:				
Royersford Elementary	An Elementary School Building	A building in which General Education programs are operated		

Program Position #27*Operator: School District***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	6 to 10	2	0.22
Justification: This is a learning support teacher in a very small school. Her grades span Kindergarten through fourth grade, but she does not have students in her classroom at the same time over a three year grade span.				
Locations:				
Spring City Elementary	An Elementary School Building	A building in which General Education programs are operated		

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

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

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	7 to 9	1	0.14
Locations:				

Upper Providence Elementary	An Elementary School Building	A building in which General Education programs are operated		
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Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Emotional Support	7 to 9	6	0.86
Locations:				
Upper Providence Elementary	An Elementary School Building	A building in which General Education programs are operated		

Program Position #29 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: ClassandPosition

Implementation Date: August 26, 2013

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	5 to 6	1	0.17
Locations:				
Upper Providence Elementary	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	Emotional Support	5 to 6	5	0.83
Locations:				
Upper Providence Elementary	An Elementary School Building	A building in which General Education programs are operated		

Program Position #30

Operator: School District

PROGRAM SEGMENTS

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

Program Position #31

Operator: School District

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Autistic Support	8 to 9	6	1
Locations:				
Upper Providence Elementary	An Elementary School Building	A building in which General Education programs are operated		

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

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Autistic Support	6 to 8	4	0.57
Locations:				
Upper Providence Elementary	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Autistic Support	6 to 8	3	0.43
Locations:				
Upper Providence Elementary	An Elementary School Building	A building in which General Education programs are operated		

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

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	7 to 10	9	0.82
Locations:				
Upper Providence Elementary	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	7 to 10	2	0.18
Locations:				
Upper Providence Elementary	An Elementary School Building	A building in which General Education programs are operated		

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

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	8 to 10	3	0.2
Locations:				
Upper Providence Elementary	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	8 to 10	12	0.8
Locations:				
Upper Providence Elementary	An Elementary	A building in which General Education programs are		

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

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

Program Position #38 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* ClassandPosition*Implementation Date:* August 29, 2016

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

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Autistic Support	10 to 11	5	0.5
Locations:				
Intermediate 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%)	Autistic Support	10 to 11	4	0.5
Locations:				
Intermediate School	A Middle School Building	A building in which General Education programs are operated		

Program Position #39 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* ClassandPosition*Implementation Date:* August 29, 2016

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

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	10 to 11	2	0.4
Locations:				
Intermediate	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
Supplemental (Less Than 80% but More Than 20%)	Learning Support	10 to 11	10	0.6
Locations:				
Intermediate School	A Middle School Building	A building in which General Education programs are operated		

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

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	10 to 11	8	0.75
Locations:				
Intermediate 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	Learning Support	10 to 11	1	0.25
Locations:				
Intermediate School	A Middle School Building	A building in which General Education programs are operated		

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

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	10 to 12	9	0.4
Locations:				
Intermediate 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	10 to 12	3	0.6
Locations:				
Intermediate School	A Middle School Building	A building in which General Education programs are operated		

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

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	10 to 11	1	0.1

Locations:				
Intermediate 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	10 to 11	9	0.4
Locations:				
Intermediate 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	10 to 11	4	0.5
Locations:				
Intermediate School	A Middle School Building	A building in which General Education programs are operated		

Program Position #43 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class and Position

Implementation Date: August 29, 2016

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

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	10 to 11	7	0.4
Locations:				
Intermediate 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	10 to 11	4	0.4
Locations:				
Intermediate 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	Autistic Support	10 to 12	1	0.2
Locations:				
Intermediate School	A Middle School Building	A building in which General Education programs are operated		

Program Position #44

Operator: School District

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	10 to 11	5	0.4
Locations:				
Intermediate 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	10 to 11	7	0.6
Locations:				
Intermediate School	A Middle School Building	A building in which General Education programs are operated		

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

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	10 to 12	10	0.4
Locations:				
Intermediate 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	10 to 12	2	0.6
Locations:				
Intermediate School	A Middle School Building	A building in which General Education programs are operated		

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

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Autistic Support	10 to 12	3	0.3
Locations:				
Intermediate 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%)	Autistic Support	10 to 12	4	0.7
Locations:				
Intermediate School	A Middle School Building	A building in which General Education programs are operated		

Program Position #47*Operator:* School District

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	11 to 12	5	0.4
Locations:				
Intermediate 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 12	6	0.6
Locations:				
Intermediate School	A Middle School Building	A building in which General Education programs are operated		

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

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Autistic Support	10 to 12	2	0.25
Locations:				
Intermediate 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	10 to 11	10	0.25
Locations:				
Intermediate 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	10 to 11	2	0.5
Locations:				
Intermediate School	A Middle School Building	A building in which General Education programs are operated		

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

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	10 to 12	13	1
Locations:				
Intermediate School	A Middle School Building	A building in which General Education programs are operated		

Program Position #50*Operator: School District*

PROGRAM SEGMENTS

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

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

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	10 to 12	10	0.4
Locations:				
Intermediate 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	10 to 12	2	0.6
Locations:				
Intermediate School	A Middle School Building	A building in which General Education programs are operated		

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

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	11 to 12	1	0.25
Locations:				
Intermediate 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 12	8	0.75
Locations:				
Intermediate School	A Middle School	A building in which General		

	Building	Education programs are operated		
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Program Position #53*Operator:* School District**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	10 to 12	1	0.25
Locations:				
Intermediate 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	10 to 12	11	0.75
Locations:				
Intermediate School	A Middle School Building	A building in which General Education programs are operated		

Program Position #54 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Class and Position*Implementation Date:* August 28, 2017**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Multiple Disabilities Support	14 to 18	3	1
Locations:				
Senior High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #55*Operator:* School District**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	11 to 12	9	0.4
Locations:				
Intermediate 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 12	1	0.6
Locations:				
Intermediate School	A Middle School Building	A building in which General Education programs are operated		

Program Position #56

Operator: School District

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	10 to 12	11	0.75
Locations:				
Intermediate 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	10 to 12	1	0.25
Locations:				
Intermediate School	A Middle School Building	A building in which General Education programs are operated		

Program Position #57

Operator: School District

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	11 to 12	5	0.8
Locations:				
Intermediate 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 12	1	0.2
Locations:				
Intermediate School	A Middle School Building	A building in which General Education programs are operated		

Program Position #58 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class and Position

Implementation Date: August 29, 2016

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

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Autistic Support	10 to 13	3	0.5
Locations:				
Intermediate 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%)	Life Skills Support	10 to 13	1	0.25
Locations:				
Intermediate 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	10 to 13	1	0.25
Locations:				
intermediate Center	A Middle School Building	A building in which General Education programs are operated		

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

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	11 to 12	2	0.2
Locations:				
Intermediate 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 12	8	0.8
Locations:				
Intermediate School	A Middle School Building	A building in which General Education programs are operated		

Program Position #60 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Class and Position*Implementation Date:* August 31, 2015

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

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	10 to 11	8	0.4
Locations:				
Intermediate School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
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Supplemental (Less Than 80% but More Than 20%)	Learning Support	10 to 12	4	0.6
Locations:				
Intermediate School	A Middle School Building	A building in which General Education programs are operated		

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

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	12 to 13	3	0.3
Locations:				
7th Grade Center	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	12 to 13	12	0.7
Locations:				
7th Grade Center	A Middle School Building	A building in which General Education programs are operated		

Program Position #62 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Position*Implementation Date:* August 29, 2016

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

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	12 to 13	10	0.4
Locations:				
7th Grade Center	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	12 to 14	4	0.6
Locations:				
7th Grade Center	A Middle School Building	A building in which General Education programs are operated		

Program Position #63 - Proposed Program*Operator:* School District

PROPOSED PROGRAM INFORMATION*Type:* Position*Implementation Date:* August 29, 2016*Justification:* Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	12 to 13	3	0.4
Locations:				
7th Grade Center	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	12 to 14	9	0.6
Locations:				
7th Grade Center	A Middle School Building	A building in which General Education programs are operated		

Program Position #64 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Position*Implementation Date:* August 29, 2016*Justification:* Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	12 to 13	8	0.5
Locations:				
7th Grade Center	A Middle School Building	A building in which General Education programs are operated		

Program Position #65*Operator:* School District**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	12 to 13	5	0.4
Locations:				
7th Grade Center	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of	Age Range	Caseload	FTE
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	Support			
Supplemental (Less Than 80% but More Than 20%)	Learning Support	12 to 13	7	0.6
Locations:				
7th Grade Center	A Middle School Building	A building in which General Education programs are operated		

Program Position #66 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: August 29, 2016

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

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	12 to 14	12	0.5
Locations:				
7th Grade Center	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	12 to 14	1	0.5
Locations:				
7th Grade Center	A Middle School Building	A building in which General Education programs are operated		

Program Position #67

Operator: School District

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	12 to 13	8	0.5
Locations:				
7th Grade Center	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	12 to 13	2	0.5
Locations:				
7th Grade Center	A Middle School Building	A building in which General Education programs are operated		

Program Position #68 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: August 29, 2016

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

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	12 to 14	7	0.5
Locations:				
7th Grade Center	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	12 to 14	6	0.5
Locations:				
7th Grade Center	A Middle School Building	A building in which General Education programs are operated		

Program Position #69

Operator: School District

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Autistic Support	12 to 14	6	0.6
Locations:				
7th Grade Center	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%)	Autistic Support	12 to 14	3	0.3
Locations:				
7th Grade Center	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	12 to 14	1	0.1
Locations:				
7th Grade Center	A Middle School Building	A building in which General Education programs are operated		

Program Position #70 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION*Type:* Position*Implementation Date:* August 29, 2016*Justification:* Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	12 to 13	6	0.5
Locations:				
7th Grade Center	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%)	Life Skills Support	12 to 13	1	0.5
Locations:				
7th Grade Center	A Middle School Building	A building in which General Education programs are operated		

Program Position #71 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Position*Implementation Date:* August 29, 2016*Justification:* Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	13 to 14	9	0.3
Locations:				
8th Grade Center	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	13 to 14	3	0.5
Locations:				
8th Grade Center	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Autistic Support	13 to 14	2	0.2

Locations:				
8th Grade Center	A Middle School Building	A building in which General Education programs are operated		

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

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	13 to 15	16	0.4
Locations:				
8th Grade Center	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	27	0.6
Justification: This is a speech caseload. Groups of students do not exceed four grade levels at any time.				
Locations:				
Senior High School	A Senior High School Building	A building in which General Education programs are operated		

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

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	13 to 14	11	0.7
Locations:				
8th Grade Center	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	13 to 14	3	0.3
Locations:				
8th Grade Center	A Middle School Building	A building in which General Education programs are operated		

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

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	13 to 15	7	0.6
Locations:				
8th Grade Center	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	13 to 15	7	0.4
Locations:				
8th Grade Center	A Middle School Building	A building in which General Education programs are operated		

Program Position #75 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: August 29, 2016

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

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	13 to 14	13	0.8
Locations:				
8th Grade Center	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Autistic Support	13 to 14	1	0.2
Locations:				
8th Grade Center	A Middle School Building	A building in which General Education programs are operated		

Program Position #76 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class and Position

Implementation Date: August 29, 2016

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

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	13 to 14	8	1
Locations:				
8th Grade Center	A Middle School Building	A building in which General Education programs are operated		

Program Position #77

Operator: School District

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	13 to 14	9	0.6
Locations:				
8th Grade Center	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	13 to 14	4	0.4
Locations:				
8th Grade Center	A Middle School Building	A building in which General Education programs are operated		

Program Position #78 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: August 29, 2016

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

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Autistic Support	13 to 14	1	0.2
Locations:				
8th Grade Center	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	13 to 14	8	0.35
Locations:				
8th Grade Center	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%)	Autistic Support	13 to 14	1	0.2
Locations:				
8th Grade Center	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
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Supplemental (Less Than 80% but More Than 20%)	Learning Support	13 to 14	5	0.25
Locations:				
8th Grade Center	A Middle School Building	A building in which General Education programs are operated		

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

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	13 to 14	5	0.75
Locations:				
8th Grade Center	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	13 to 14	1	0.25
Locations:				
8th Grade Center	A Middle School Building	A building in which General Education programs are operated		

Program Position #81 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Position*Implementation Date:* August 29, 2016

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

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	15 to 19	11	0.5
Locations:				
Senior 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	15 to 19	1	0.25
Locations:				
Senior 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%)	Autistic Support	15 to 19	1	0.25
Locations:				

Senior High School	A Senior High School Building	A building in which General Education programs are operated		
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Program Position #82*Operator:* School District**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 16	11	1
Locations:				
Senior High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #83 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Position*Implementation Date:* August 29, 2016

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

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	15 to 21	8	0.75
Justification: Two students are attending until 21(they will age out at the end of the 2017-2018 school year) and are on work study programs. The students within the classroom do not exceed the 4 year grade span.				
Locations:				
Senior 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%)	Autistic Support	15 to 21	1	0.25
Justification: Two students are attending until 21(they will age out at the end of the 2017-2018 school year) and are on work study programs. The students within the classroom do not exceed the 4 year grade span.				
Locations:				
Senior High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #84 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Position*Implementation Date:* August 29, 2016

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

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 16	9	0.75
Locations:				
Senior 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	Emotional Support	14 to 16	1	0.25
Locations:				
Senior High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #85 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Position*Implementation Date:* August 29, 2016

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

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	15 to 19	8	0.5
Locations:				
Senior 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	15 to 19	2	0.25
Locations:				
Senior 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	Autistic Support	15 to 19	1	0.25
Locations:				
Senior High School	A Senior High School Building	A building in which General Education programs are operated		

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

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 15	9	0.5
Locations:				
Senior High	A Senior High School	A building in which General Education		

School	Building	programs are operated		
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Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 15	1	0.5
Locations:				
Senior High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #87 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: August 29, 2016

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

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	15 to 19	6	0.4
Locations:				
Senior 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	15 to 19	6	0.45
Locations:				
Senior 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%)	Autistic Support	15 to 19	1	0.15
Locations:				
Senior High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #88

Operator: School District

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	14 to 16	3	0.5
Locations:				
Senior 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%	Emotional Support	14 to 16	5	0.5

but More Than 20%)				
Locations:				
Senior High School	A Senior High School Building	A building in which General Education programs are operated		

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

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	15 to 19	5	0.5
Locations:				
Senior 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	Learning Support	15 to 19	4	0.5
Locations:				
Senior High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #90 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Position*Implementation Date:* August 29, 2016

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

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	15 to 19	10	0.5
Locations:				
Senior 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	15 to 19	1	0.5
Locations:				
Senior High School	A Senior High School Building	A building in which General Education programs are operated		

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

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	15 to 19	4	0.2

Locations:				
Senior 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	Emotional Support	15 to 19	2	0.2
Locations:				
Senior 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	15 to 19	5	0.3
Locations:				
Senior 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%)	Emotional Support	15 to 19	2	0.3
Locations:				
Senior High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #92 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: August 29, 2016

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

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	15 to 19	2	0.3
Locations:				
Senior 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	15 to 19	9	0.55
Locations:				
Senior 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%)	Autistic Support	15 to 19	1	0.15

Locations:				
Senior High School	A Senior High School Building	A building in which General Education programs are operated		

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

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	15 to 19	2	0.2
Locations:				
Senior 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	Emotional Support	15 to 19	4	0.25
Locations:				
Senior 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%)	Emotional Support	15 to 19	7	0.55
Locations:				
Senior High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #94 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Position*Implementation Date:* August 28, 2017

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

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Autistic Support	15 to 19	3	0.4
Locations:				
Senior 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%)	Autistic Support	15 to 19	3	0.5
Locations:				
Senior 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
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Supplemental (Less Than 80% but More Than 20%)	Emotional Support	15 to 19	1	0.1
Locations:				
Senior High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #95 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: August 29, 2016

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

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 15	7	0.35
Locations:				
Senior 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 15	4	0.4
Locations:				
Senior 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	Autistic Support	14 to 15	1	0.25
Locations:				
Senior High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #96 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: August 29, 2016

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

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 15	2	0.5
Locations:				
Senior 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 15	8	0.5
Locations:				
Senior High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #97 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: August 29, 2016

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

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	17 to 21	9	0.75
Locations:				
Senior 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	17 to 21	1	0.25
Locations:				
Senior High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #98

Operator: School District

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	15 to 19	8	0.5
Locations:				
Senior 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	15 to 19	4	0.5
Locations:				
Senior High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #99

Operator: School District

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	15 to 19	8	0.5
Locations:				
Senior 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	15 to 19	1	0.5
Locations:				
Senior High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #100 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: August 29, 2016

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

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 15	7	0.4
Locations:				
Senior 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 15	1	0.25
Locations:				
Senior 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	Emotional Support	14 to 15	1	0.1
Locations:				
Senior 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	Autistic Support	14 to 15	1	0.25
Locations:				
Senior High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #101 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION*Type:* Position*Implementation Date:* August 29, 2016*Justification:* Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	15 to 19	11	0.5
Locations:				
Senior 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	15 to 19	1	0.4
Locations:				
Senior 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	Autistic Support	15 to 19	1	0.1
Locations:				
Senior High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #102 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Position*Implementation Date:* August 29, 2016*Justification:* Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	15 to 19	9	0.5
Locations:				
Senior 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	15 to 19	1	0.4
Locations:				
Senior 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	Autistic Support	15 to 19	1	0.1
Locations:				
Senior High School	A Senior High School Building	A building in which General Education programs are operated		

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

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	15 to 19	11	0.5
Locations:				
Senior 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	15 to 19	2	0.5
Locations:				
Senior High School	A Senior High School Building	A building in which General Education programs are operated		

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

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	15 to 19	7	0.5
Locations:				
Senior 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	15 to 19	4	0.5
Locations:				
Senior High School	A Senior High School Building	A building in which General Education programs are operated		

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

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	15 to 19	6	0.5
Locations:				
Senior 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
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Supplemental (Less Than 80% but More Than 20%)	Learning Support	15 to 19	4	0.5
Locations:				
Senior High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #106 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: August 29, 2016

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

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Autistic Support	16 to 20	3	0.75
Locations:				
Senior 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%)	Autistic Support	16 to 20	1	0.25
Locations:				
Senior High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #107 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: August 29, 2016

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

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 15	5	0.3
Locations:				
Senior 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	Autistic Support	14 to 15	2	0.2
Locations:				
Senior 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 15	2	0.25
Locations:				
Senior 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%)	Autistic Support	14 to 15	1	0.25
Locations:				
Senior High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #108 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: August 29, 2016

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

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	15 to 19	9	0.4
Locations:				
Senior 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	15 to 19	1	0.45
Locations:				
Senior 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%)	Emotional Support	15 to 19	1	0.15
Locations:				
Senior High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #109 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: August 29, 2016

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

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	15 to 19	8	0.4
Locations:				
Senior 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	15 to 19	3	0.4
Locations:				
Senior 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	Emotional Support	15 to 19	1	0.2
Locations:				
Senior High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #110 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: August 29, 2016

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

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	15 to 19	6	0.4
Locations:				
Senior 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	15 to 19	3	0.4
Locations:				
Senior 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	Emotional Support	15 to 19	1	0.2
Locations:				

Senior High School	A Senior High School Building	A building in which General Education programs are operated		
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Program Position #111*Operator:* School District**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	15 to 19	12	0.5
Locations:				
Senior 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	15 to 19	2	0.5
Locations:				
Senior High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #112 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Position*Implementation Date:* August 29, 2016

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

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	15 to 19	6	0.5
Locations:				
Senior 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%)	Emotional Support	15 to 19	9	0.5
Locations:				
Senior High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #113 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Position*Implementation Date:* August 29, 2016

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

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	15 to 19	8	0.4
Locations:				
Senior 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%)	Emotional Support	15 to 19	9	0.6
Locations:				
Senior High School	A Senior High School Building	A building in which General Education programs are operated		

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

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Life Skills Support	7 to 10	7	1
Locations:				
Evans Elementary	An Elementary School Building	A building in which General Education programs are operated		

Program Position #120 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Position*Implementation Date:* August 31, 2015

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

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Deaf and Hearing Impaired Support	6 to 9	2	0.1
Locations:				
Brooke 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 Impaired Support	6 to 9	1	0.05
Locations:				
Limerick 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	6 to 9	4	0.1

	Impaired Support			
Locations:				
Royersford 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 Impaired Support	12 to 13	2	0.1
Locations:				
7th Grade Center	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	10 to 12	2	0.1
Locations:				
Intermediate 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 19	8	0.25
Locations:				
Senior 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	Deaf and Hearing Impaired Support	13 to 14	6	0.15
Locations:				
8th Grade Center	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	6 to 9	1	0.05
Locations:				
UPE 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	6 to 9	1	0.1
Locations:				
Evans Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #122 - Proposed Program

Operator: Intermediate Unit

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: August 29, 2016

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

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Blind or Visually Impaired Support	6 to 9	2	0.04
Locations:				
Upper Providence 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	15 to 19	3	0.06
Locations:				
Senior 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	Blind or Visually Impaired Support	6 to 9	2	0.04
Locations:				
Evans 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	6 to 9	3	0.06
Locations:				
Limerick 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	6 to 9	3	0.06
Locations:				
Brooke 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	11 to 13	1	0.02
Locations:				
Intermediate 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	Blind or Visually Impaired Support	12 to 13	1	0.02
Locations:				
7th Grade Center	A Middle 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	13 to 14	2	0.04
Locations:				
8th Grade Center	A Middle 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	6 to 9	1	0.02
Locations:				
Oaks Elementary	An Elementary School Building	A building in which General Education programs are operated		

Program Position #123 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class and Position

Implementation Date: August 1, 2016

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Autistic Support	5 to 8	5	0.5
Locations:				
Royersford 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
Supplemental (Less Than 80% but More Than 20%)	Autistic Support	5 to 8	4	0.5
Locations:				
Royersford Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #124 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class and Position

Implementation Date: August 1, 2017

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Autistic Support	6 to 9	4	0.5
Locations:				
Royersford 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
Supplemental (Less Than 80% but More Than 20%)	Autistic Support	6 to 9	4	0.5
Locations:				
Royersford Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #125 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class and Position

Implementation Date: August 1, 2016

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Autistic Support	5 to 7	5	0.5
Locations:				
Limerick 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
Supplemental (Less Than 80% but More Than 20%)	Autistic Support	5 to 7	4	0.5
Locations:				
Limerick Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #126 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class and Position

Implementation Date: August 1, 2017

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Autistic Support	6 to 8	4	0.5
Locations:				
Limerick 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
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Full-Time Special Education Class	Autistic Support	6 to 8	4	0.5
Locations:				
Limerick Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #127 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class and Position

Implementation Date: August 1, 2016

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Autistic Support	5 to 7	4	0.5
Locations:				
Limerick 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
Full-Time Special Education Class	Autistic Support	5 to 7	4	0.5
Locations:				
Limerick Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #128 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class and Position

Implementation Date: August 1, 2016

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	6 to 9	4	0.5
Locations:				
Evans 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
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	6 to 9	6	0.5
Locations:				
Evans Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #129 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class and Position

Implementation Date: August 1, 2017

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	7 to 10	6	0.5
Locations:				
Evans 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
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	7 to 10	5	0.5
Locations:				
Evans Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #130 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class and Position

Implementation Date: August 1, 2016

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	8 to 10	8	0.5
Locations:				
Spring City 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
Supplemental (Less Than 80% but More Than 20%)	Learning Support	8 to 10	6	0.5
Locations:				
Spring City Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #131 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class and Position

Implementation Date: January 24, 2017

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	15 to 19	1	0.1
Locations:				
Senior 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	15 to 19	1	0.15
Locations:				
Senior High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #132 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class and Position

Implementation Date: August 29, 2016

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 16	3	0.3
Locations:				
Senior 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%)	Autistic Support	14 to 16	2	0.5
Locations:				
Senior 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	Learning Support	14 to 16	1	0.2
Locations:				
Senior High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #133 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class and Position

Implementation Date: August 24, 2015

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	10 to 12	7	1
Locations:				
Intermediate School	A Middle School Building	A building in which General Education programs are operated		

Program Position #134 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: August 31, 2015

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	11 to 13	14	1
Locations:				
Intermediate School	A Middle School Building	A building in which General Education programs are operated		

Program Position #135 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class and Position

Implementation Date: August 25, 2014

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	10 to 14	10	0.8
Locations:				
Intermediate 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	Emotional Support	10 to 12	1	0.2
Locations:				
Intermediate School	A Middle School Building	A building in which General Education programs are operated		

Program Position #136 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: August 25, 2014

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	10 to 12	8	0.5
Locations:				
Intermediate School	A Middle School Building	A building in which General Education programs are operated		

Program Position #137 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: August 28, 2017

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	11 to 13	8	0.5
Locations:				
7th Grade Center	A Middle School Building	A building in which General Education programs are operated		

Program Position #138 - Proposed Program

Operator: Intermediate Unit

PROPOSED PROGRAM INFORMATION

Type: Class and Position

Implementation Date: August 29, 2016

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Multiple Disabilities Support	5 to 8	6	1
Locations:				
Evans Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #139 - Proposed Program

Operator: Intermediate Unit

PROPOSED PROGRAM INFORMATION

Type: Class and Position

Implementation Date: August 29, 2016

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Multiple Disabilities Support	7 to 10	6	1
Locations:				
Evans Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #140 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class and Position

Implementation Date: August 28, 2017

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	12 to 14	1	0.25
Locations:				
7th Gr Center	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%)	Emotional	12 to 14	3	0.5

but More Than 20%)	Support			
Locations:				
7th Gr Center	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	Emotional Support	12 to 14	1	0.25
Locations:				
7th Gr Center	A Middle School Building	A building in which General Education programs are operated		

Program Position #141 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class and Position

Implementation Date: August 28, 2017

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	12 to 14	14	0.4
Locations:				
7th Grade Center	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	12 to 14	14	0.6
Locations:				
7th Grade Center	A Middle School Building	A building in which General Education programs are operated		

Program Position #142 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class and Position

Implementation Date: August 28, 2017

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	13 to 15	12	0.25
Locations:				
8th Gr Center	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	13 to 15	14	0.25

Locations:				
8th Grade Center	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	13 to 15	14	0.25
Locations:				
8th Grade Center	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	13 to 15	14	0.25
Locations:				
8th Grade Center	A Middle School Building	A building in which General Education programs are operated		

Program Position #143 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: August 25, 2015

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	10 to 13	10	0.6
Locations:				
Intermediate Center	A Middle School Building	A building in which General Education programs are operated		

Special Education Support Services

Support Service	Location	Teacher FTE
Supervisor of Special Education Grades 4-6	7th Grade Center	1
Supervisor of Special Education Grades 10-12	Senior High School	1
Psychologist	Brooke Elementary	0.7
Psychologist	Evans Elementary	1
Psychologist	Limerick Elementary	1
Psychologist	Oaks Elementary	0.9
Psychologist	Royersford Elementary	1
Psychologist	Upper Providence Elementary	1
Psychologist	Intermediate School	1

Psychologist	7th Grade Center and 8th Grade Center	1
Psychologist	Senior High School	1
Instructional Assistants	Brooke Elementary	11
Instructional Assistants	Evans Elementary	9
Instructional Assistants	Limerick Elementary	18
Instructional Assistants	Oaks Elementary	6
Instructional Assistants	Royersford Elementary	10.5
Instructional Assistants	Spring City Elementary	2
Instructional Assistants	Upper Providence Elementary	14.5
Instructional Assistants	Intermediate School	20
Instructional Assistants	7th Grade Center	7
Instructional Assistants	8th Grade Center	8
Instructional Assistants	Senior High School	27
Social Worker	All Schools	1
Supervisor of Special Education Grades 7-9	9th Grade Center	1
Psychologist	Spring City Elementary	0.6
Behavior Specialist	All School Buildings	2
Supervisor of Special Education Grades K - 3	Upper Providence Elementary School	1

Special Education Contracted Services

Special Education Contracted Services	Operator	Amt of Time per Week
Occupational Therapist	Outside Contractor	28 Days
Physical Therapy	Outside Contractor	10 Days
Student Support Counselor	Outside Contractor	25 Days
Transition Consultant	Outside Contractor	4 Days
Interpreter services (DHCC)	Outside Contractor	1 Hours
Nursing services (direct)	Outside Contractor	27 Days
Personal Care Assistants (ABA trained)	Outside Contractor	35 Days

Needs Assessment

Record School Patterns

Question:

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

What other information do you still need to assess?

Answer:

This question has not been answered.

District Accomplishments

Accomplishment #1:

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

Accomplishment #2:

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

Accomplishment #3:

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

Accomplishment #4:

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

District Concerns

Concern #1:

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

Concern #2:

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

Concern #3:

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

Prioritized Systemic Challenges

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

Aligned Concerns:

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

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

Aligned Concerns:

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

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

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

Aligned Concerns:

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

District Level Plan

Action Plans

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

Related Challenges:

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

Indicators of Effectiveness:

Type: Interim

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

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

Strategies:

Common Assessment within Grade/Subject

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

http://ies.ed.gov/ncee/wwc/pdf/practice_guides/dddm_pg_092909.pdf?)

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

http://www.edu.gov.on.ca/eng/literacynumeracy/inspire/research/Teacher_Moderation.pdf and Common Assessments: Mike Schmoker. (2006)

Results Now: How We Can Achieve Unprecedented Improvements in Teaching and Learning. Alexandria, Va.: ASCD.) Resource:

<http://effectivestrategies.wiki.caiu.org/Assessment>

SAS Alignment: Assessment, Instruction

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

Description: Using Student Achievement Data to Support Instructional Decision Making provides a WWC reporting of various strategies related to the acquisition, analysis, and application of student data. (Source: http://ies.ed.gov/ncee/wwc/pdf/practice_guides/dddm_pg_092909.pdf)

SAS Alignment: Assessment, Instruction

Instructional Coaching: The Principles of Partnership

Description: Kansas Coaching Project: Instructional coaches are on-site professional developers who teach educators how to use proven instructional methods. To be successful in this role, coaches must be skilled in a variety of roles, including public relations guru, communicator extraordinaire, master organizer and, of course, expert educator. (Source: <http://instructionalcoach.org/about/about-coaching> Resource: <http://effectivestrategies.wiki.caiu.org/Professional+Development>)

SAS Alignment: Instruction

Differentiating Instruction

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

SAS Alignment: Instruction

Phonological Awareness Training

Description: Phonological awareness, the ability to detect or manipulate the sounds in words independent of meaning, is a precursor to reading. Phonological awareness training without letter knowledge training can involve various training activities that focus on teaching children to identify, detect, delete, segment, or blend segments of spoken words (i.e.,

words, syllables, onsets and rimes, phonemes) or that focus on teaching children to detect, identify, or produce rhyme or alliteration. The added letter knowledge training component includes teaching children the letters of the alphabet and making an explicit link between letters and sounds. WWC reports that when coupled with Letter Knowledge Training, Phonological Awareness Training has positive effects upon: print knowledge, phonological processing, and early reading/writing; it has no discernible impact upon cognition; it has potentially negative effects on oral language. (Source: http://ies.ed.gov/ncee/wwc/pdf/intervention_reports/WWC_PAT_Letter_Knowledge_122806.pdf)

SAS Alignment: Instruction

Teaching Diverse Learners in an Inclusive Setting

Description:

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

SAS Alignment: None selected

Implementation Steps:

Literacy Goal: Improving language and literacy acquisition for all students

Description:

Creation of a K-12 program/structure that will ensure that all students will have access to appropriate curricular and instructional content and materials at their correct level of difficulty through professional learning for all educators.

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

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

Supported Strategies:

- Common Assessment within Grade/Subject

- Data Analysis Procedures, Data-Informed Instruction, Data Teams & Data Warehousing
- Instructional Coaching: The Principles of Partnership
- Differentiating Instruction
- Phonological Awareness Training
- Teaching Diverse Learners in an Inclusive Setting

Teaching Diverse Learners in an Inclusive Setting

Description:

We continue to strive to include the least restrictive environment for all of our learners. Additionally, we are providing professional learning for all educators to collect and use data to ensure all of our learners are demonstrating growth. Our new assessment system, NWEA/MAP provides a student profile with analysis to ensure students are learning at the correct level of difficulty and making gains. We will track this data over time to demonstrate student growth.

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

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

Supported Strategies: None selected

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

Indicators of Effectiveness:

Type: Interim

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

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

Strategies:

Technology Infrastructure Enhancement/Technology Access and Training Increase

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

SAS Alignment: Instruction, Materials & Resources

Implementation Steps:

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

Indicators of Effectiveness:

Type: Interim

Data Source: Budgets and fiscal analysis reports

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

Strategies:

Resources

Description:

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

SAS Alignment: None selected

Implementation Steps:

Resources

Description:

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

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

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

Supported Strategies:

- Resources

Appendix: Professional Development Implementation

Step Details

LEA Goals Addressed:	Establish a district system that fully ensures students who are academically at risk are identified early and are supported by a process that provides interventions based upon student needs and includes procedures for monitoring effectiveness.	Strategy #1: Common Assessment within Grade/Subject Strategy #2: Data Analysis Procedures, Data-Informed Instruction, Data Teams & Data Warehousing Strategy #3: Instructional Coaching: The Principles of Partnership Strategy #4: Differentiating Instruction Strategy #5: Phonological Awareness Training Strategy #6: Teaching Diverse Learners in an Inclusive Setting
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Start	End	Title	Description				
7/1/2019	6/30/2022	Literacy Goal: Improving language and literacy acquisition for all students	Creation of a K-12 program/structure that will ensure that all students will have access to appropriate curricular and instructional content and materials at their correct level of difficulty through professional learning for all educators.				
	Person Responsible Curriculum & Instruction Department, Special Education Supervisors		SH 6.0	S 4	EP 300	Provider SFASD Staff and Other Providers	Type Various Providers App. Yes

Knowledge

Educators will experience learning related to the four pillars of differentiated instruction: Curriculum, Assessment, Instruction, and Management. This training will be supported by in-classroom coaching and

reflection to ensure all educators are meeting the needs of all learners. Technology and instructional strategies will be highlighted as options to assist each student learning at their correct level of difficulty, with teachers collecting data, interpreting the data and acting according to what they've learned.

Supportive Research

.Research indicates that successful professional learning needs administrative support, technical support, sustained professional development, and in-classroom coaching. This model is being utilized to grow teachers' capacity to use guided math and guided reading strategies, to model collaborative learning and critical thinking, and to challenge each student to grow according to their individual interests, skills, abilities, and talents.

Designed to Accomplish

For classroom teachers, school counselors and education specialists:

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

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

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

Empowers educators to work effectively with parents and community partners.

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

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

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

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

Instructs the leader in managing resources for effective results.

Training Format

LEA Whole Group Presentation
Series of Workshops

School Whole Group Presentation
 Department Focused Presentation
 Professional Learning Communities
 Offsite Conferences

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

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

Start	End	Title			Description		
7/1/2019	6/30/2022	Teaching Diverse Learners in an Inclusive Setting			We continue to strive to include the least restrictive environment for all of our learners. Additionally, we are providing professional learning for all educators to collect and use data to ensure all of our learners are demonstrating growth. Our new assessment system, NWEA/MAP provides a student profile with analysis to ensure students are learning at the correct level of difficulty and making gains. We will track this data over time to demonstrate student growth.		
		Person Responsible	SH	S	EP	Provider	Type
		Curriculum & Instruction Department, Special Education Supervisors	3	4	300	NWEA/MAP and CIA Department	School Entity
							App.
							Yes

Knowledge

Knowledge of student skills to support diverse learners in all settings. Data analysis training and connection to research based instructional practices will be provided to move all students forward.

Supportive Research

Research indicates that more data we have and use on students, the better able we are to set manageable, attainable goals for students. NWEA/MAP is a tool to ensure we are able to do that.

Designed to Accomplish

For classroom teachers, school counselors and education specialists:

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

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

Empowers educators to work effectively with parents and community partners.				
For school and district administrators, and other educators seeking leadership roles:	Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania’s academic standards.			
	Provides leaders with the ability to access and use appropriate data to inform decision-making.			
	Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.			
	Instructs the leader in managing resources for effective results.			
Training Format	LEA Whole Group Presentation			
	Series of Workshops			
	School Whole Group Presentation			
	Live Webinar			
	Professional Learning Communities			
Participant Roles	Classroom teachers			
	Principals / Asst. Principals			
	School counselors			
	Paraprofessional			
	Other educational			
	specialists	Grade Levels		Elementary - Primary (preK - grade 1)
				Elementary - Intermediate (grades 2-5)
				Middle (grades 6-8)
	Related Service Personnel			
	Parents			

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 Journaling and reflecting 	<div data-bbox="1050 181 1365 755">Evaluation Methods</div> <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 Review of participant lesson plans Review of written reports summarizing instructional activity
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District Level Affirmations

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

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

No signature has been provided

Board President

Affirmed by David Goodin on 9/20/2018

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 Tom DiBello on 4/23/2018

Board President

Affirmed by David Goodin on 4/5/2018

Superintendent/Chief Executive Officer