Colonial SD

District Level Plan

07/01/2019 - 06/30/2022

District Profile

Demographics

230 Flourtown Rd
Plymouth Meeting, PA 19462
(610)834-1670
Superintendent: Michael Christian, Ed.D
Director of Special Education: Karen Berk

Planning Process

During the 2017-2018 school year, the Colonial School District (CSD) established a Comprehensive Planning Steering Committee (CPSC) in accordance with the PA state regulations. Team members include district- and school-level administrators, teachers, educational specialists, parent and community volunteers. The District-level plan was reviewed and updated and an overview of the PA state regulations (using PA's District Level Planning-offline Guidance Tool), timelines, and a communication plan were established. A series of internal and external public Board and Committee meetings were held to present the timeline, goals for the planning process, and input from committee members.

The contributions of a broad cross-section of stakeholders engaged in updating the plan throughout the year. Professional development sessions on utilizing various types of data to determine areas of focus and priorities for actions were held. Sessions focusing on the PA Core Standards, core tenents of the plan, essential strategies for achieving excellence with the PA Core, and effective implementation of technology to inspire student learning and creativity were provided. To ensure consistent and effective communication across the District, members of the CPSC participated in collaborative work sessions and meetings to review the plan, provide feedback, and share ideas for updating to reflect current District priorities.

In the fall of the 2018 school year, members of the Colonial School District's CPSC refined and updated the District-level Comprehensive Plan. The mission, vision, shared values and goals and strategies were updated. In October, the plan was shared with the public and members of the school community through various venues such as committee meetings, presentations and postings on the District's website. The District-level plan is revisited throughout the year during administrative and committee meetings and more formally during scheduled quarterly School and District Improvement Planning meetings.

Mission Statement

The mission of the Colonial School District is to be an innovative educational leader in preparing students to become successful, contributing members of society by providing them with the

knowledge, skills and support needed to achieve their greatest potential and have a positive impact on the community and our world.

Vision Statement

The vision of the Colonial School District is to ensure every student is empowered to make a positive difference in a rapidly changing world by delivering an exemplary education.

Shared Values

Members of the Colonial School District's community share an unwavering commitment to establishing a respectful, caring, and equitable environment through a continuous improvement model. We value all students and believe that:

- collaboration and a commitment to excellence among all stakeholders will facilitate innovation, inspire student learning, and enhance their overall well-being
- every student has the potential to learn
- nurturing the whole child requires a balance of academic courses and art and music instruction, physical and health and wellness education
- diversity enriches the educational experience.

Educational Community

The Colonial School District draws approximately 5,200 students from the Borough of Conshohocken, and the Townships of Plymouth and Whitemarsh in Montgomery County, Pennsylvania, just northwest of Philadelphia.

The Colonial School District serves a diverse, multicultural population and encompasses seven school buildings, including four kindergartens through third grade schools, one for students in grades four and five, a middle school for students in grades six through eight, and Plymouth Whitemarsh High School for grades nine through twelve. Colonial students also may attend the Central Montco Technical High School located in Plymouth Township.

Our schools have received state and national recognition for excellence. In 2017-18, Plymouth Whitemarsh High School (PWHS) was ranked as one of the top high schools nationwide by U.S. News and World Report. Seventy-five percent of students enrolled in Advanced Placement courses earned a 3 or higher on their exams. In addition, Ridge Park and Whitemarsh Elementary Schools have received the National Blue Ribbon Award.

The average class size throughout the district is 18 to 23 students. The district provides transportation through contracted providers for the majority of students. Many resources are available to assist in student achievement of the District's mission, goals, and academic standards. These resources include but are not limited to the following:

- Professional libraries in each building

- Makerspaces/Innovation Spaces in each buildings

- Local, regional, state, and national staff development programs available for all professional personnel

- Extra-curricular programs

- Outdoor recreation facilities and community programs

- Intermediate unit programs and services

- School/business partnerships which provide mentoring and school-to-work opportunities for students

- Interagency collaborations (for example, MHMR, drug and alcohol single county authorities, etc.)

- Modern technology in each classroom

Colonial School District takes pride in providing students and teachers the best curricular, instructional and technological resources and support needed to be successful in the classroom and beyond. All buildings provide for active learning experiences beyond the core curriculum (English/Language Arts, Mathematics and Science, Technology and Environmental education) such as Art, Music, Dance, Health and Wellness, Physical Education and Theater. The Colonial School District programs provide students with a solid foundation for a successful future in a global economy and a life-long love of learning.

Teachers in the Colonial School District are seasoned professionals who care about their students. The District employs only qualified professional employees (administrators, teachers and specialists) to deliver the curriculum as required by state regulations and local policy. The professional staff includes highly qualified teachers (100 percent), guidance counselors, school social workers and psychologists, librarians, nurses, speech and language clinicians and educational specialists. Nearly 93 percent of Colonial educators have at least a Master's degree and nearly half have more than 10 years of teaching experience.

Planning Committee

Name	Role
Karen Berk	Administrator : Special Education
Carole Chasen	Administrator : Special Education
Dr. Katy Giovanisci	Administrator : Professional Education
Denise Marks	Administrator : Professional Education
Dr. Elizabeth McKeaney	Administrator : Professional Education
Eileen Spector	Administrator : Special Education
Maria Wileczek	Administrator : Professional Education
Leslie Finegold	Board Member : Professional Education

Jason Bacani	Building Principal : Professional Education
Tara Collice	Building Principal : Professional Education
Heather King	Building Principal : Professional Education
Rose Rock	Building Principal : Professional Education
Desiree Caucci	Business Representative : Professional Education
James Thomas	Business Representative : Professional Education
Bridget Budwell	Community Representative : Professional Education
Linda Doll	Community Representative : Professional Education
Debra Harris	Community Representative : Professional Education
Jeanine Whitney	Community Representative : Special Education
Christine Ehrlich	Ed Specialist - Instructional Technology : Professional Education
Beth Miller	Ed Specialist - Other : Professional Education
Susan Mayson	Ed Specialist - School Counselor : Special Education
Dr. Caitlin Gilmartin	Ed Specialist - School Psychologist : Special Education
Bill Rathgaber	Elementary School Teacher - Regular Education : Professional Education
Stephanie Brennan	Elementary School Teacher - Special Education : Professional Education Special Education
Becky Duffy	High School Teacher - Regular Education : Professional Education
Katy Geare	High School Teacher - Regular Education : Professional Education
Lisa Swartwood	Instructional Coach/Mentor Librarian : Professional Education
Traci Rovinski	Middle School Teacher - Regular Education : Professional Education
Maryellen Messina	Middle School Teacher - Special Education : Professional Education Special Education
Debra Brenner	Parent : Professional Education Special Education
Jessica Mancuso	Parent : Professional Education
Lily Hart	Student : Professional Education

Core Foundations

Standards

Mapping and Alignment

Elementary Education-Primary Level

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

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

This narrative is empty.

Elementary Education-Intermediate Level

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

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

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

This narrative is empty.

Middle Level

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

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

This narrative is empty.

High School Level

Standards	Mapping	Alignment
Arts and Humanities	Accomplished	Accomplished
Career Education and Work	Accomplished	Accomplished
Civics and Government	Accomplished	Accomplished
PA Core Standards: English Language Arts	Accomplished	Accomplished
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Accomplished	Accomplished
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Interpersonal Skills	Accomplished	Accomplished
School Climate	Accomplished	Accomplished
World Language	Accomplished	Accomplished

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

This narrative is empty.

Adaptations

Elementary Education-Primary Level

Checked answers

- 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
- Environment and Ecology
- Geography
- Science and Technology and Engineering Education

Unchecked answers

None.

Elementary Education-Intermediate Level

Checked answers

- 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
- Environment and Ecology
- Geography
- Science and Technology and Engineering Education

Unchecked answers

None.

Middle Level

Checked answers

- 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
- Environment and Ecology
- Geography
- Science and Technology and Engineering Education

Unchecked answers

None.

High School Level

Checked answers

- 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
- Environment and Ecology
- Geography
- Science and Technology and Engineering Education

Unchecked answers

None.

Explanation for any standards checked:

In addition to aligning curriculum with the PA Core Academic Standards, local assessments were updated to include items that are consistent with the PDE Assessment Anchors/Eligible Content.

Other research-based resources were also integrated into the Colonial School District's curriculum to specifically address critical process and thinking skills. These include, but are not limited to:

- The Next Generation Science Standards

- Guides to Science Skills and Processes by Hays Lantz (Rubrics for assessing student achievement in Science)

- The Core Six: Essential Strategies for Achieving Excellence with the Common Core by Harvey Silver, Thomas Dewing, and Matthew Perini (2012 ASCD)

- Standards for Mathematical Practice (NCTM)

- K-12 Computer Science (CSTA) Standards

- Career and Education Work Standards

Curriculum

Planned Instruction

Elementary Education-Primary Level

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

Processes used to ensure Accomplishment:

The Colonial School District utilizes *Atlas*, a web-based tool for curriculum development. *Atlas* is a comprehensive blueprint that provides a consistent and clear understanding of what students are expected to learn. Resources are uploaded into this web-based tool and reflect relevant, real-world problems and skills students' need for success in college and careers.

Atlas also helps to ensure that the process of curriculum writing, mapping, and pacing across all K-12 levels are vertically aligned. Curriculum writers customize the components of the tool to align with the PA Core Academic Standards for all Core Content Areas. *Atlas* fosters focused collaborative review among curriculum staff, school administrators and teachers. It provides a venue for all members of the school community to start and join conversations which are vital to deepening the understanding of the PA Core Standards and implementing and identifying innovative, research-based best practice. It also personalizes the curriculum mapping process by allowing each educator

to easily pin meaningful reports to their own dashboard for at-a-glance access to information they need. Further, *Atlas* provides an extensive array of analytical and reporting tools specifically designed to create a broad range of information-rich reports. All reports can quickly and easily be produced to provide valuable insight into teaching and learning across the District.

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

Processes used to ensure Accomplishment:

To ensure accomplishment, the Colonial School District utilizes *Atlas*, a web-based tool for curriculum development. *Atlas* encompasses the entire process of curriculum writing, mapping, and pacing across all levels, K-12. There are elementary education-intermediate level maps and an instructional plan aligned to Pennsylvania Core Standards for all Core Content Areas.

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

Processes used to ensure Accomplishment:

To ensure accomplishment, the Colonial School District utilizes *Atlas*, a web-based tool for curriculum development. *Atlas* encompasses the entire process of curriculum writing, mapping, and pacing across all levels, K-12. There are middle level maps and an instructional plan aligned to Pennsylvania Core Standards for all Core Content Areas.

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

Processes used to ensure Accomplishment:

To ensure accomplishment, the Colonial School District utilizes *Atlas*, a web-based tool for curriculum development. *Atlas* encompasses the entire process of curriculum writing, mapping, and pacing across all levels, K-12. There are high school level maps and an instructional plan aligned to Pennsylvania Core Standards for all Core Content Areas.

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.

Evidence of modifications and accommodations that allow all students, at all mental and physical ability levels, access and master a rigorous standards aligned curriculum are based on IEPs (Individual Education Program) and 504 Service Agreements.

Instruction

Instructional Strategies

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

Regular Lesson Plan Review

   Checked Answers
   - Administrators
   - Building Supervisors
   - Department Supervisors
   - Instructional Coaches

   Unchecked Answers
   - Not Reviewed

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

Evidence of processes used for incorporating selected strategies are through district- and school-level professional learning communities, instructional coaching, and Danielson's Teacher Effectiveness Framework/Act 82 Process.

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

This narrative is empty.

Responsiveness to Student Needs

Elementary Education-Primary Level

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

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

This narrative is empty.

Elementary Education-Intermediate Level

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

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

This narrative is empty.

Middle Level

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

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

This narrative is empty.

High School Level

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

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

This narrative is empty.

Recruitment

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

Recruiting and maintaining highly qualified teachers and attracting candidates with diverse backgrounds and experiences at the Colonial School District (CSD) is a top priority. A systematic approach to recruiting, preparing and retaining teachers is used to support this goal. Partnerships with high-quality undergraduate and graduate-level teacher education colleges and universities (e.g. University of Pennsylvania, LaSalle, Drexel, Rutgers, etc.) are established and student teachers and interns are invited to gain their teaching experience at the District. Mentoring for all first year teachers is provided from Master Teachers, instructional coaches, reading specialists, special education teachers and curriculum office supervisors. Exemplary working conditions such as small class size, state-of the art technology and an intensive, ongoing research-based professional development program with professional learning time built into teachers' schedules helps the District recruit the best candidates. A competitive salary also enables the District to recruit candidates who are highly qualified and hold multiple certifications (e.g. English as a Second Language, Reading Certification, Special Education, etc.).

Attending recruiting fairs in the greater Philadelphia area and developing skills of certified non-teaching staff are recruitment initiatives. Criteria considered for hiring include, but are not limited to:

- Certification (s) by state (passage of state or national test such as the National Teachers Examination or Praxis)
- Highest degree held in field of teaching assignment
- Content knowledge (usually indicated by degrees, but occasionally via test scores)
- Evidence of strong disciplinary preparation that incorporates an understanding of state standards and tools of inquiry
- Experience
- Willingness, and evidence of, participation in ongoing professional development and/or course work
- Strong understanding of pedagogy and assessment (e.g. differentiating instruction using formative assessment, using data in planning different developmental stages and pathways for diverse learners)
- Peer and/or principal evaluations

- Technical skills for supporting student learning and professional learning in the 21st century/global economy

- Verbal ability/Communication skills

- Performance ratings in interviews

- Grade point average

- Certification by the National Board of Professional Teaching Standards

- Rank in graduating class

Procedures for recruitment begin with job postings and advertisements for educators both internally and externally. Applicants apply for positions through an online system. Applications are carefully reviewed by a team (based upon the personnel need) and selected candidates are invited to interview with District- and building-level administrative staff.

Additional preparation and professional development in the only empirically validated model to help teachers develop students' English and academic language skills (the Sheltered Instruction Observation Protocol, or SIOP Model) helps CSD teachers meet the learning needs of at-risk students. Co-teaching models for students with IEPs in general education classes and models such as Advancement via Individual Determination (AVID) help close student opportunity gaps. In-class instructional coaching and a multi-tiered system of support that includes standards-aligned, culturally responsive and high quality core instruction, universal screening, and data-based decision making further ensures students at risk learning needs are met.

Assessments

Local Graduation Requirements

Course Completion	SY 19/20	SY 20/21	SY 21/22
Total Courses	40.00	40.00	40.00
English	5.00	5.00	5.00
Mathematics	5.00	5.00	5.00
Social Studies	4.00	4.00	4.00
Science	4.00	4.00	4.00
Physical Education	1.00	1.00	1.00
Health	1.00	1.00	1.00
Music, Art, Family & Consumer Sciences, Career and Technical Education	3.00	3.00	3.00
Electives	17.00	17.00	17.00
Minimum % Grade	70.00	70.00	70.00

Required for Credit (Numerical Answer)			

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.

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

Unchecked answers
- 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.

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

Local Assessments

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

Methods and Measures

Summative Assessments

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

Benchmark Assessments

Benchmark Assessments	EEP	EEI	ML	HS
Benchmark Assessments are given in all core subject areas at designated times throughout the school year.	X	X	X	X

Formative Assessments

Formative Assessments	EEP	EEI	ML	HS
Formative Assessments are ongoing throughout the school year and used in planning daily instruction.	X	X	X	X

Diagnostic Assessments

Diagnostic Assessments	EEP	EEI	ML	HS
A variety of diagnostic assessments are used such as DIBELS, CDTs in English and Mathematics, Achieve 3000, Study Island, and Carnegie.	X	X	X	X

Validation of Implemented Assessments

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

Provide brief explanation of your process for reviewing assessments.

The Colonial School District assessments are thoroughly reviewed and analyzed at the classroom, team, building and administrative levels. Consultants are also used to provide feedback and professional development on designing high quality assessments.

Development and Validation of Local Assessments

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

Elementary
Locally developed Reading and Mathematics Summative and Benchmark Assessments are aligned to PA Core Standards and District Curriculum. *The Fountas & Pinnell Benchmark Assessment System* (BAS) is also used at the K-6 level to determine students' instructional and independent reading abilities.

Secondary
Locally developed Summative and Benchmark Assessments are aligned to PA Core Standards and District Curriculum in all Core Content areas.

Collection and Dissemination

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

Assessments at the local and state levels are collected and stored in an on-line data management system, LinkIt!. The data is analyzed by teachers, coaches and administrators using multiple platform reports within this system. Data reports are used to make instructional and curricular decisions at the district, school building, and classroom levels.

The process of data collection, analysis, and dissemination occurs within a timely manner from receiving the data sets and quarterly through a Continuous School Improvement process.

Data Informed Instruction

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

The Colonial School District uses a collaborative approach to support students who have not demonstrated achievement on the academic standards at a proficient level. The team includes teachers, parents, counselors, and administrators. School-based Continuous Improvement Teams along with grade level teams and professional learning communities adopt these achievement goals and support the team in instructional planning and monitoring student progress.

All students are formally assessed on a regular basis to determine academic achievement of standards. Those identified as struggling and in need of additional support receive differentiated instruction within the classroom setting, supplemental instruction during the school day in small group settings, and may also attend before and after school programs.

Students receiving additional support are closely monitored by a team using a variety of assessment tools.   Students not showing adequate progress are referred to a building level achievement team. The team members consult with classroom teachers, counselors, specialists, and clinical staff as

needed. The team determines the interventions necessary to further support "at-risk" students in meeting the academic goals/standards. This increasingly intensive instruction is often provided by specialists who work closely with classroom teachers and the team to match intervention strategies to students' specific needs and skill deficits. Services and intensive interventions are typically provided in small-group settings in addition to instruction in the general curriculum. Students are continually monitored through grade-level professional learning teams, building administrators, and continuous improvement team members (district- and school-level). These teams work collaboratively to develop additional materials, resources and instructional strategies necessary for continued learning and academic success.

Assessment Data Uses

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

Provide brief explanation of the process for incorporating selected strategies.

Multiple types and forms of assessments are used to inform instructional practices across all content areas and at all levels.

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

Provide brief explanation of the process for incorporating selected strategies.

The Colonial School District distributes information about student achievement and progress through all of the strategies listed above. Longitudinal mapping and charting student progress across all grade levels and content areas help stakeholders to objectively look at achievement patterns. These data sets are used to determine what needs to improve in the plan for continuous success and growth.

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

All strategies were selected.

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.

The district has a systemic procedure in place to assure continued growth and student achievement. Each school develops an annual School Improvement Plan and conducts cyclical reviews and analysis of data to inform curriculum and instruction. Annual improvement planning, goal setting and established performance targets with a focus on job-embedded professional development and distributive leadership have made a measurable difference in both teacher and student performance.

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.)

School websites are used to provide the contact information for those responsible for gifted programming in the district. Pupil Services personnel may also be contacted for further information.

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

At the Colonial School District, universal screening is completed with the Screening Assessment for Gifted Elementary and Middle School Students (SAGES-2). The SAGES-2 is a tool used to identify students who may potentially be gifted and in need of specially designed instruction. The area of the test given examines aptitude with a reasoning task. Students who score highly on this may be referred for further screening of their achievement in the areas of language arts/social studies and math/science, as well as teacher input regarding their rates of acquisition and retention. Information gathered from these measures is used to help teachers differentiate instruction for all students within the regular curriculum, including identifying students with higher academic potential and providing them with enrichment activities.

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

Students who score highly on the screening measures may be referred for a full evaluation with a certified school psychologist that includes. The gifted multidisciplinary evaluation conducted by the school psychologist consists of:

- Data gathered from the SAGES-2

- Individual assessment of cognitive/intellectual functioning

- Standardized assessments of achievement in reading and math

- Ratings scales

- Teacher input

- Parent input

According to state regulations, specific information is reviewed regarding the child's:

- Ability and achievement;

- Rates of acquisition and retention;

- Achievement;

- Performance;

- Expertise in one or more academic areas as evidenced by excellence of products, portfolio or research, as well as criterion-referenced team judgment.

Information is also gathered regarding:

- Higher level thinking skills

- Academic creativity

- Leadership skills

- Intense academic interest

- Communication skills

- Foreign language aptitude

- Technology expertise.

At the conclusion of the evaluation, a gifted written report is generated reviewing all of the above information. Students are recommended for gifted programming if they meet the criteria for mentally gifted according to state regulations and are determined to be in need of specially designed instruction beyond what is provided in the regular curriculum.
Parents with questions regarding gifted screening and evaluation are encouraged to contact their child's guidance counselor.

Referral for the Gifted Multidisciplinary Evaluation (GMDE) is made when:

1. Teacher or parent believes the student to be gifted

2. Student is not receiving appropriate education under Chapter 4 (relating to academic standards and assessment); and

One of the following apply:

- The student's parents request an evaluation.   (22 Pa.Code §16.22(c))

- "The school district's screening of the student indicates high potential consistent with the definition of mentally gifted or a performance level which exceeds that of other students in the regular classroom."   (22 Pa. Code §16.22 (b)(2)).

- A hearing officer or judicial decision orders an evaluation.

For students who are thought to be gifted, the district performs the following steps:

1. The Gifted Multidisciplinary Team (GMDT) conducts the Gifted Multidisciplinary Evaluation

2. The GMDT compiles a written report based on the outcome of the Gifted Multidisciplinary Evaluation, using the form entitled Gifted Written Report (GWR);

3. If the GMDT identifies the student as a gifted student, the Gifted Individualized Education Plan (GIEP) Team uses the GWR to develop a GIEP.

Parent Referrals

Parents may, in writing, request a GMDE once per school term. When a parent's request for a GMDE is received by the school district, regardless of the school's screening policy, the evaluation must be completed within regulatory timelines. The timeline begins from the date the school district receives the signed *Permission to Evaluate* from the parent. Under §16.22(c), if a parent makes a verbal request to any professional employee or administrator of the school district, that individual shall provide a copy of the Permission to Evaluate Form to the parents within 10 calendars days of the oral request.

Multiple Criteria Indicates Gifted Ability

Criteria, other than IQ score, which indicate gifted ability include but are not limited to: Achievement, Rate of Acquisition/Retention, Demonstrated Achievement, Early Skill Development and Intervening Factors Masking Giftedness.

1.   **Achievement**

A year or more above grade achievement level for the normal age group in one or more subjects as measured by nationally normed and validated achievement tests able to accurately reflect gifted performance. Subject results shall yield academic instruction levels in all academic subject areas. (22 Pa. Code §16.21(e)(1))

2. **Rate of Acquisition, Rate of Retention**

An observed or measured rate of acquisition/retention of new academic content or skills that reflect gifted ability. (22 Pa. Code§16.21(e)(2))

- Rate of acquisition is the rapidity or speed at which the student is able to acquire, understand and demonstrate competency or mastery of new learning.

- Rate of acquisition and rate of retention of new materials/skills can be defined as how many repetitions the student needs before the student masters new information/skills and can use the information/skills appropriately any time thereafter.

- This data can be obtained by simple procedures such as Curriculum Based Assessment (CBA), direct observation and reporting from parents, teachers or supervisors. An example of acquisition/retention: the gifted student with approximately one to three repetitions of new knowledge/skills is able to achieve mastery at a faster rate than a student who requires four to eight repetitions.

- Rate of acquisition/retention is used to adjust the pace of learning for the gifted student.

3. **Demonstrated Achievement**

Demonstrated achievement, performance or expertise in one or more academic areas is evidenced by excellence of products, portfolio or research, as well as criterion-referenced team judgment. (22 Pa. Code §16.21(e)(3))

4. **Early Skill Development**

Early and measured use of high level thinking skills, academic creativity, leadership skills, intense academic interest areas, communications skills, foreign language aptitude or technology expertise. (22 Pa. Code §16.21(e)(4))

5. **Intervening Factors Masking Giftedness**

Documented, observed, validated or assessed evidence that intervening factors such as English as a second language, disabilities defined in 34 CFR 300.8 (relating to child with a disability), gender or race bias, or socio/cultural deprivation are masking gifted abilities. (22 Pa. Code §16.21(e)(5))

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.

When students are determined eligible for gifted education supports and services, a Gifted Individualized Education Plan (GIEP) Team is convened. A GIEP is developed by the team and the appropriate educational planning and placement is determined at the GIEP meeting. The GIEP and the Notice of Recommended Assignment (NORA) reflects the placement, supports and/or service

option decision.

The Colonial School District provides a range of enrichment and innovative experiences based on student needs. These may be provided both in and out of the general classroom setting based on student need.

Developmental Services

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

Explanation of developmental services:

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 situations	X	X	X	X
Small Group Counseling-Educational planning	X	X	X	X
Small Group Counseling-Personal and Social Development	X	X	X	X
Special Education Evaluation	X	X	X	X
Student Assistance Program	X	X	X	X

Explanation of diagnostic, intervention and referral services:

This narrative is empty.

Consultation and Coordination Services

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

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	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	X	X	X	X

Directors				
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

Frequency of Communication

Elementary Education - Primary Level

- More than once a month

Elementary Education - Intermediate Level

- More than once a month

Middle Level

- More than once a month

High School Level

- More than once a month

Collaboration for Interventions

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

Student Assistance and Achievement Teams serve the needs of students not meeting academic, social or emotional success within the school setting. The Teams work collaboratively within the school and with key members across the district. Members include school- and district-based administrators, classroom teachers, specialists (including behavioral health advisor, home-school visitor when necessary), counselors, psychologists, parents, and/or support staff. The primary focus of the team is to identify strategies, resources and services students need to increase their chances for success. There are levels of interventions that are implemented before, during and after school which are monitored frequently and refined to ensure continued progress.

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

1. **Child Care**
   Each year, the Federal Programs Coordinator, in conjunction with kindergarten teachers and administrators meet with area day care providers to share information and resources regarding the district's kindergarten curriculum. Sessions are also held for parents to support them in preparing their children for entrance to kindergarten.

2. **After school programs**
   Our district elementary schools contract with Montgomery Early Learning Center, a before and after school day care program.

3. **Youth workforce development programs**
   At the high school level, there are programs for educational field experiences, internships, cooperative work studies, and community service. Some of these are credit bearing courses.

4. **Tutoring**

   There are tutors to support our AVID Program at the middle and high school. Student tutors also volunteer from our middle and high school to work with elementary students on a weekly basis. There is also Writing Center Student Tutors available to support their peers

with research and writing projects. Parents also volunteer throughout our schools and provide tutoring and mentoring support to students.

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.

The Colonial School District partners with the Montgomery County Intermediate Unit No. 23 to coordinate activities, services and programs to serve preschool age children with disabilities.

Materials and Resources

Description of Materials and Resources

Elementary Education-Primary Level

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

Provide explanation for processes used to ensure Accomplishment.

District supervisors collaborate with building administrators, teacher leaders, and specialists to identify and select research-based materials and resources aligned to the standards and that support a rigorous and relevant curriculum. When applicable, rubrics are used to critique and select high-quality materials to ensure that they provide opportunities for differentiation and accommodation.

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

Provide explanation for processes used to ensure Accomplishment.

District supervisors collaborate with building administrators, teacher leaders, and specialists to identify and select research-based materials and resources aligned to the standards and that support a rigor and relevant curriculum. When applicable, rubrics are used to critique and select high-quality materials to ensure that they provide opportunities for differentiation and accommodation.

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

Provide explanation for processes used to ensure Accomplishment.

District supervisors collaborate with building administrators, teacher leaders, and specialists to identify and select research-based materials and resources aligned to the standards and that support a rigor and relevant curriculum. When applicable, rubrics are used to critique and select high-quality materials to ensure that they provide opportunities for differentiation and accommodation.

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	Accomplished

and demonstrates relationships among fundamental concepts and skills	
A robust supply of high quality aligned instructional materials and resources available	Accomplished
Accessibility for students and teachers is effective and efficient	Accomplished
Differentiated and equitably allocated to accommodate diverse levels of student motivation, performance and educational needs	Accomplished

Provide explanation for processes used to ensure Accomplishment.

District supervisors collaborate with building administrators, teacher leaders, and specialists to identify and select research-based materials and resources aligned to the standards and that support a rigor and relevant curriculum. When applicable, rubrics are used to critique and select high-quality materials to ensure that they provide opportunities for differentiation and accommodation.

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

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

Further explanation for columns selected "

This narrative is empty.

Elementary Education-Intermediate Level

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

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

Further explanation for columns selected "

This narrative is empty.

Middle Level

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

	Implementation
Alternate Academic Content Standards for Reading	Full Implementation
American School Counselor Association for Students	Full Implementation
English Language Proficiency	Full Implementation
Interpersonal Skills	Full Implementation
School Climate	Full Implementation
World Language	Full Implementation

Further explanation for columns selected "

This narrative is empty.

High School Level

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

	Implementation
Alternate Academic Content Standards for Math	Full Implementation
Alternate Academic Content Standards for Reading	Full Implementation
American School Counselor Association for Students	Full Implementation
English Language Proficiency	Full Implementation
Interpersonal Skills	Full Implementation
School Climate	Full Implementation
World Language	Full Implementation

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.

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

Professional Education

Characteristics

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

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

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

The District's Professional Development Committee fosters collective responsibility for improved student performance. A comprehensive, sustained, and intensive approach is taken to improve teachers' and principals' effectiveness in understanding the standards and in implementing effective instructional strategies for improving student achievement. All curricular, instructional and assessment work is guided by data, is continuous and integrated at all levels and across content areas. Professional learning is guided by current research, focused on best practices, and directly linked to student learning. School-based instructional and content coaches, master teachers, mentors and content-based teacher leaders provide job-embedded support. Professional development is ongoing and occurs during common planning time and is also scheduled bi-weekly through professional learning communities. Additional, professional learning takes place on-site and off-site through courses of study and district-led workshops, attendance at local and national conferences, and consultants. Committee meeting minutes, surveys, and data provide feedback and used to evaluate program/practices and help inform decision making.

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:
6/15/2018
8/31/2018
The LEA plans to conduct the required training on approximately:
12/21/2018

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

Questions
The LEA has conducted the training on:
6/15/2018
8/31/2018

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

Questions
The LEA has conducted the training on:
6/15/2018
8/31/2018
The LEA plans to conduct the training on approximately:
12/21/2018

Strategies Ensuring Fidelity

Checked answers
- Professional Development activities are based upon detailed needs assessments that utilize student assessment results to target instructional areas that need strengthening.
- Using disaggregated student data to determine educators' learning priorities.
- Professional Development activities are based upon detailed needs assessments that utilize student assessment results to target curricular areas that need further alignment.
- Professional Development activities are developed that support implementation of strategies identified in your action plan.
- Clear expectations in terms of teacher practice are identified for staff implementation.
- An implementation evaluation is created, based upon specific expectations related to changes in teacher practice, which is used to validate the overall effectiveness of the professional development initiative.

- The LEA has a systemic process that is used to validate whether or not providers have the capacity to present quality professional development.
- Administrators participate fully in all professional development sessions targeted for their faculties.
- Every Professional development initiative includes components that provide ongoing support to teachers regarding implementation.
- The LEA has an ongoing monitoring system in place (i.e. walkthroughs, classroom observations).
- Professional Education is evaluated to show its impact on teaching practices and student learning.

Unchecked answers

> *None.*

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

Professional development is guided by research, focused on practices, and directly linked to student learning. To achieve excellence, professional learning takes the place in many formats such as job-embedded instructional and literacy coaching, Master Teacher support, on-site and off-site courses of study and workshops, attendance at local and national conferences, and consultants.

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.

At CSD, there is a strong emphasis on a comprehensive and cohesive induction and mentoring program and providing job-embedded and differentiated training to both new and veteran staff. The induction program is facilitated by: Master Teachers; district administration (including technology, pupil service, safety officer, and human resource directors) in collaboration with building level administrators; and mentor teachers. All new staff receives a comprehensive review of the district policies and procedures, as well as the district's vision, mission, and curriculum.

Priorities for professional development topics come from a variety of data sources that include new teacher surveys, school and district-level improvement plans, student achievement data, classroom observation reports, and goals written during Professional Learning Communities. Feedback and minutes from Master and mentor teachers and curriculum committee meetings is also used to support and guide newly appointed staff in re-evaluating and reflecting on their practices. Specific workshops are given in the summer and throughout the school year to support new teachers in understanding and implementing the curriculum, data analysis and lesson planning, and promoting a deep understanding in instructional strategies and research-based practices.

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.

- Submission of inductee portfolio.

- Knowledge of successful research-based instructional models.

- Information collected from previous induction programs (e.g., program evaluations and second-year teacher interviews).

Unchecked answers

None.

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

There is a year-long mentor program for all new teachers. Differentiated professional learning sessions are held after school, and job-embedded coaching is provided by coaches, Master Teachers and mentors. Building and curriculum supervisors also visit classrooms and offer support and guidance within the school day. New teachers also receive a semi-annual observation and evaluation cycle. High quality feedback on their practices is given using PDE's Danielson framework.

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

This narrative is empty.

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.

Mentor teachers are carefully selected based on the characteristics set forth above.

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

This narrative is empty.

Induction Program Timeline

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

If necessary, provide further explanation.

Establishing a culture of high academic expectations, building positive relationships and teacher capacity through a collaborative and reflective model is central to CSD's induction program. Throughout the program (and beyond), teachers work toward developing and implementing an

effective learning environment this is engaging, and further their content and instructional knowledge through continuous professional learning that is both enriching and collaborative.

Monitoring and Evaluating the Induction Program

Identify the procedures for monitoring and evaluating the Induction program.

District and school leaders engage in goal-setting and reflection, implementing inquiry action plans, analyzing data of induction phase teacher development, classroom observations, and peer coaching. Accountability is addressed through multiple measures that include self-assessments, student achievement (as indicated in formative assessments, common benchmark assessments, Student Learning Objectives- SLOs, etc.), and induction phase teacher feedback.

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 provides 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: **884**

Identification Method

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

In the Colonial School District, the discrepancy model is used to determine identification of students with specific learning disabilities. To identify a student as having a learning disability, there must be a severe discrepancy with a base rate of equal to or less than 10% between a student's assessed

cognitive ability and academic achievement in areas pertaining to reading comprehension, basic reading skills, math calculation, math reasoning, written expression, reading fluency, oral expression, or listening comprehension.

Further, data from the classroom must support this pattern of weaknesses and consideration is given as to whether or not the student made sufficient progress with pre-referral interventions.

This procedure is used district wide.

Enrollment

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

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

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

There are no significant disproportionalities in Colonial School District's Enrollment data.

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?

1. The District serves as the LEA for 1306 Students. In implementing the IEP process, the District ensures that the students are receiving FAPE in the LRE. The district works with the APS: Martin Luther School to schedule IEP meetings, attends meetings and facilitates necessary testing, ERs and RRs. The special education supervisors, district home school visitor and mental health liaison assist in this process as needed.

2. To insure that students are educated in the LRE, personnel from the corresponding school building are invited to participate in the IEP process in the following manner; provide input about course content, review records and answer questions for the team.

3. Many times, students are placed in our district in an RTF by alternative agencies. We often do not have the appropriate educational records, which creates a barrier. We work with the residential

program (Silver Springs) to secure them, while being cognizant of the students' needs at the time of placement. The CSD has hired an additional psychologist to insure these newly placed residential students receive timely evaluations when necessary to receive appropriate programming.

One of the barriers that exists is that the RTF is accepting such involved children with significant mental health and behavioral needs that they are unable to be successful in off-site programs where they are required to manage multiple transitions. The RTF does not have an educational component to meet the needs of children with significant mental health needs, and the on-site school, Martin Luther, does not accept many of these students.

Incarcerated Students Oversight

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

We have no correctional facilities in the Colonial School District. The education of incarcerated youth is the responsibility of the LEA in which the prison facility is located. The Colonial School District would work collaboratively with the home school district of these students to ensure that there is fiscal support for the instruction of students. We would work cooperatively with the facility and the home district to seamlessly transition the student back to the district upon release. Exchanging and providing records would support this process.

Least Restrictive Environment

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

1. When a student is identified as eligible and in need of special education services, an IEP is developed and the IEP team considers where the IEP can be appropriately implemented. General Education setting is considered first. Teachers from the regular grade level environment attend

these meetings alongside the special education team, including parents, special education teachers, administrators, school counselors, school psychologists, specialists, and any other team members needed. Together the members identify supports and services, and determine the least restrictive environment that the team-developed IEP can be delivered to address student needs.

The school psychologist often participates in the process to provide insights and interpretations of testing results to further identify student learning styles. Supplementary aids and services are delivered in a number of ways throughout each grade level. This includes re-teaching opportunities during and after school, pull-out groups to reinforce skills and strategies, and individual teacher support during and in addition to daily classroom instruction. Specially designed instruction is developed to address individual student's needs and delivered within the general education setting. Technology and assistive technology further supports students' opportunities to access the general education curriculum in the regular education setting.

Specific examples of Supplementary Aids and Services available and provided in the Colonial School District include (but are not limited to):

- Scheduled time for co-planning and team meetings

- Instructional arrangements that support collaboration (e.g., co-teaching, paraprofessional support)

- Professional development related to collaboration

- Coaching and guided support for team members in the use of assistive technology for an individual student

- All school personnel collaborate in the development and delivery of SaS

- Providing modified curricular goals

- Providing alternate ways for students to demonstrate learning

- Providing test modification

- Providing alternate materials and/or assistive technology

- Providing instruction on functional skills in the context of the typical routines in the general classroom

- Changing method of presentation

- Providing research-based supplementary materials

- Providing instructional adaptations (e.g., preteaching, repeating directions, extra examples and non-examples)

- Specific seating arrangements

- Individualized desk, chair, etc.

- Adaptive equipment

- Adjustments to sensory input (e.g., light, sound)

- Environmental Aids (e.g., classroom acoustics, heating, ventilation)

- Structural Aids (e.g., wheelchair accessibility, trays, grab bars)

- Social skills instruction

- Counseling supports

- Peer supports (e.g., facilitating friendships)

- Individualized behavior support plans

- Modification of rules and expectations

- Cooperative learning strategies

2. The Colonial School District has identified the Differentiation of Process, Product and Content as a critical area for Professional Development. The high quality of training that all teachers receive further reflects the commitment from the district to provide meaningful educational programming for all students in the least restrictive environment. The special education supervisors work closely with the teachers during IEP meetings, Child Study and SST to develop meaningful interventions as children demonstrate needs or deficits that may be barriers to their success in the general education environment.

There is a continuum of supports, services and educational placement options within the district to support students with disabilities. In each case, the time the student is not with typical peers is considered and minimized through the use of other creative options. Often the learning environment is changed as the instructional topics change. We utilize the practice of reverse inclusion, which provides a model for the regular education students to recognize the strengths of both the special education students as well as the special education teachers. In order to provide students with additional learning opportunities, the Colonial School District provides before and after school programs where students are integrated.

Many of the special education teachers are currently in co-teaching situations. The students are in regular education receiving support from the special education teachers. If the student does not make progress in the regular education setting with these services, the IEP team meets to develop other strategies to support the student. Support and training is also provided to the general education teacher and the paraprofessionals in the classroom in order to develop capacity to meet students' needs.

The District offers a full continuum of services. The IEP team delivers specially designed instruction and supplementary aids and services in the general education environment as well as small group setting to provide direct explicit instruction and reteaching. When there is evidence of lack of meaningful progress after repeated assessments over time as well as additional interventions, the team must explore options both within inside and outside the public school environment.

The CSD continues to provide teachers with trainings from local and nationally recognized experts such as Peter Grande; differentiated instruction and Kelly Gallagher, Developing a deeper understanding of Reading. The staff has also received intensive training in the implementation of Kagan Structures to improve student discourse and access 21st century skills. These site trainings are systematically developed using the teacher/trainer model and insure that teachers can "practice "and receive feedback back from their colleagues. The vision for continuous improvement includes ongoing trainings, reutilized check-ins and review of student data. Teachers' report where and when they provide additional changes to instruction in order to evaluate effectiveness. Teachers are also provided opportunities to do peer observations.

Specifically, at the elementary level, we have increased Autistic Support programming. The District has expanded its use of Applied Behavioral Analysis. The District also obtains the support from local behavioral agencies to provide training and expertise to the AS program as well as to staff across settings.

The District is currently examining student needs in Emotional Support in order to increase programming in Emotional Support at the K-3 level.

Paraprofessionals are trained through PaTTAN and the MCIU, as well as district professional development, in order to have the tools and techniques to support students in regular education. In addition, the District offers a full continuum of services and settings and continually reassesses these needs and services in order to provide the necessary programs to educate our children. In order to develop this capacity, the District seeks local, state and national experts to provide professional development, encourages teachers to visit state of the art programs in surrounding communities and provides ongoing opportunities for teacher collaboration and mentoring. Examples of programs developed in this manner are our Autistic Support programs and the ever increasing opportunities for inclusion. Developing teacher leaders in these areas has resulted in excellence in programming.

3. Before students are placed out of the District, the IEP team implements the most intensive supports and services that are available within the District Special Education programs. The District operates District Level classes for Autistic Support, Learning Support, Emotional Support and Life Skills Support. Students are provided with intensive academic and behavioral supports, if needed, prior to considering a more restrictive level of placement. The district contracts with behavioral specialists/BCBAs and trained behavioral support staff to provide services within the district.

The District continues to monitor the progress of each student placed outside the general education environment, and participates in the IEP process with the goal of bringing the student back to the District.

The Colonial School District's Educational Environments data is not significantly disproportionate to the State percentages. The large majority of our students are placed in the Regular Class for 80% or more of their day. We have reduced the number of students placed in out of district programs by adding programs and services within the District.

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 Colonial School District has a "*Student Behavior Management/Special Education"* Board Policy #218 that provides clear expectations about behavior management programs to apply to exceptional students in accordance with Pa. State Board of Education Chapter 14, Section 14.36 and PDE Standard Chapter 342, Section 342.36. it is the policy of the Colonial School District to provide positive measures as the basis for behavior management.

In the K-5 schools, behavioral expectations are reviewed annually each September at school assemblies and parent orientation meetings. They are also published annually in the school handbooks. Currently, each of the elementary schools has a school wide behavior plan in place, where students receive rewards for positive behavior.

For students whose behavior persists over time, and/or is disruptive to the learning process, the team (SST, SAP, or IEP, depending upon whether the student receives special education services) seeks consultation with any necessary staff to determine next steps. This may include consultation with the special education teacher, school psychologist, school counselor, or contracted Board Certified Behavior Analyst. Team members work to support the existing behavior programs and conduct student/classroom observations in order to address negative behaviors that prohibit the students from successful learning. The appropriate staff/team will conduct a Functional Behavior Assessment if necessary, and assist the team in developing and implementing a Positive Behavior Support Plan. There are Community Counselors available to provide small group, direct social skills instruction in all elementary buildings, as needed by students and four Community Counselors available at the secondary level for individual and small group counseling as appropriate, as well as to participate in collecting data for behavioral interventions. School counselors and teachers also

work together to create individual positive behavior support plans as needed. Appropriate staff also provides professional development for paraprofessional staff on conducting functional behavioral analysis, implementing behavior intervention plans and maintaining behavioral data.

At the secondary level in middle and high school, the school rules and behavior policies are published in the student handbooks, which are distributed to students and parents and reviewed at the beginning of the school year in all classes and at orientation meetings. If students require more intensive behavioral support, counselors and the school psychologist are available to consult with teachers and staff members to develop behavior management strategies/positive behavior support plans. Support is provided to staff and students through the guidance offices, with four counselors at Plymouth Whitemarsh High School and three at Colonial Middle School. In addition, there are two Community Counselors at Plymouth Whitemarsh High School and two at the Colonial Middle School. The Special Education Supervisor, the Behavioral Health Advisor and the Home School Visitor attend the Child Study meetings at both the High School and the Middle School to offer their expertise and to follow the students and families in order to provide support needed to be successful.

The counselors are members of each building's SST and provide individual and group counseling for students with social, emotional and behavioral issues as described in their IEPs. At the high school level, the district offers emotional support through a course entitled "*Educational Success*" This 60 minute period provides daily instruction in areas such as coping strategies, anger management, self-esteem and organizational and study habits.

The Colonial School District employs a full-time Behavioral Health Advisor, who serves as a liaison between staff and Colonial School District families. In this role, he provides direct training to building administration and teachers in the areas of mental health services and access to families. He serves as the contact for all outside behavioral health services and is often part of the IEP team when Wraparound and Family Based services are delivered both in the home and at school.

Colonial School District special education professional staff and ALL paraprofessional staff continue to be trained annually in CPI (Crisis Prevention Intervention, a non-violent way to use de-escalation techniques and provide intervention to children requiring a more intense level of support) as a last resort in behavior management. During the school year, staff also receive training from the MCIU behavior consultant in positive behavior management strategies. During the 2017-2018 school year, District staff wrote a grant to bring a national expert in suicide prevention and intervention to the Colonial School District SST staff. Dr. Theresa Erbacher gave a full day training on prevention and intervention in suicide. The District is also contracting with national expert Dr. George McCloskey to provide professional development on positive behavioral supports for Executive Function. The District intends to continue these initiatives.

Intensive Interagency/Ensuring FAPE/Hard to Place Students

1. If the LEA is having difficulty ensuring FAPE for an individual student or a particular disability category, describe the procedures and analysis methods used to determine gaps in the continuum of special education supports, services and education placement options available for students with disabilities.

2. Include information detailing successful programs, services, education placements as well as identified gaps in current programs, services, and education placements not available within the LEA. Include an overview of services provided through interagency collaboration within the LEA.

3. Discuss any expansion of the continuum of services planned during the life of this plan.

The Colonial School District offers a continuum of services from K-12. In the event that we have a student whose needs cannot be met within the district after considering supplementary aides and services at each point on the continuum, we assemble an administrative team to consider expanding our District capacity to meet the needs of children in this disability category. We continually revisit the students who are placed outside the district in order to consider their returning to be educated within the District programs. We research best practices and identify existing programs and send staff to visit these programs identified as exemplary. As each student's IEP is reviewed, we examine and provide the supplementary aides and services in order for them to be successful. As a result, we have added the services of a behavior therapist, and have developed extensive training for the teachers and paraprofessionals, as well as administrators. We continually utilize resources from PATTAN, PDE, and other agencies to expand our training in areas and provide best-practice programs to increase students served in-district.

The District is currently examining student needs in Emotional Support in order to consider an increase in programming in Emotional Support at the K-3 level, as well as across other levels. This is part of the ongoing examination of student needs to determine programmatic changes.

In the event that we are unable to provide a program for students because of their significant disabilities or need for very specialized services, we will then turn to IU programs, APS or alternative programs. If there is a student whose needs are so significant that they cannot be met with any of these settings (such as a child with severe intellectual disability, severe autism and extreme behavioral disorders, requiring care beyond the school day) we will meet with the appropriate agencies to participate in providing these additional services.

An inter-agency meeting is convened starting with our IU representative or if needed, our representative from PaTTAN. Our team consists of our supervisors and the district mental health liaison together with IEP team members. It is our goal to develop an educational program and the mental health services that the student may need beyond the school day. In the event that there is no such program within the state of Pennsylvania, we will discuss with the IEP team and consider placement outside the state.

Strengths and Highlights

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

The Colonial School District offers a wide range of services delivered in the least restrictive environment while maintaining a low student/teacher ratio. Regular education placement is always the first consideration. In order to provide students with their educational placement in their neighborhood schools, the CSD offers the following services in all buildings at all grade levels:

- Learning Support

- Speech and Language Support

- Autistic Support

- Life Skills Support

- Emotional Support

- Vision and Hearing Support

Related services available to students as determined by their IEP teams include the following at all levels:

- Speech and Language Therapy

- Occupational Therapy

- Physical Therapy

- Vision and Hearing Support (through the IU)

- Behavioral Support

- Transportation

- Counseling Services

- Social Skills Instruction

Points of Pride:

- We currently employ 4 full time school psychologists, a full time Behavioral Health Advisor and a Home and School Visitor. The District currently contracts for 4 community counselors at the secondary level and 2 community counselors at the Elementary level.

- We currently contract with a behavior consultant through the MCIU two days per week, additional school psychology support two days per week, and outside developmental behavioral support agencies (ABA) on an as needed basis to provide individual and group behavioral support.

- Technology: All special education classrooms are equipped with student computers, Document cameras and Interactive Smart Boards in order to integrate technology into daily planning and instruction. Each school also has laptop computers and tablets available for all student use. Instruction is differentiated through the use of a number of high quality software program that include Read 180, Achieve 3000, and Study Island. Teachers and students are signed up for programs such as DreamBox, RAZ Kids, *Bookshare* and utilize it at school and home. We conduct SETT processes and provide children with individualized technology as determined by the team after the process.

- Special Education teachers are always included in the high quality professional development in the area of curriculum and instruction offered by the Colonial School District.

- Targeted training in mental health awareness and executive functioning was provided to special education staff through a grant. The CSD retained the services of the MCIU to provide additional training in IEP goal writing.

- Due to increasing needs in speech and language, we have contracted additional staff to supplement our speech and language services.

- Special Education teachers at all levels participate in building-level, Professional Learning Teams with their grade level and/or content level colleagues to review student data and use it to inform instruction. In addition to teams that look at content areas, at the secondary level, there is a PLT that focuses on transition. These teams meet on a regular basis, approximately two times a month. Logs are kept and reviewed by building administration and special education supervisors.

- Professional development at all levels includes Cooperative Learning and Differentiated Instruction in order to provide students with optimal learning opportunities within the regular classroom setting. Co-teachers are then provided ongoing opportunities to plan and prepare to deliver lessons to all students. Ongoing opportunities are provided at the Montgomery County Intermediate Unit (such as LETRS).

- Special education staff are coordinating and embedding into a larger Multi-Tiered System of Support at the K-5 level. The initiative, GAIN, provides differentiation at all levels to exceptional and non-exceptional students.

- Inclusionary practices are imbedded in the culture of all buildings, K-12. Building administrators and guidance counselors develop schedules that promote and facilitate inclusion. Co-teachers have common prep periods in which they plan together to insure access to the general education curriculum for all children. Opportunities for reteaching and reinforcing general education content are built into student schedules K-12. Delivery models

can be regular education with supplementary aids and services, utilization of paraprofessional support and/or co-teaching models, and the opportunity for students to be mainstreamed with the support of a special education teacher.

- All of the professional and paraprofessional staff in the Colonial School District are highly qualified.

- The District is continuing to expand its capacity to program for students identified with autism. There is one elementary AS teacher to serve the elementary span in their neighborhood schools, as well as two full time AS classrooms in our K-3 program for students in need of more intensive supports.

- The Supervisors of Special Education are well versed in securing funding from beyond the school district in order to fully support our students. This includes Contingency funds and monies received through Medical Assistance/ACCESS.

- Community Based Training Program for students at each level (Elementary, Middle and High School) where students with low incidence disabilities get to learn and practice functional skills in the environment in which the skills will be used.

- Developmental Classroom Guidance lessons presented to students at the K-3 level, where social skills are taught and practiced as part of the regular curriculum.

- Pupil Services and the School Board have recently formed a new committee called "CUSP"- Colonial Understands Special Education".

- Six community counselors provide support throughout the district for behaviorally challenged students. They work with specific students as well as provide professional development to staff to help them better support students with mental health concerns.

- The Colonial School District employs a full time Behavioral Health Advisor to support families in their efforts to access services outside of the school day. He and the Home and School Visitor work closely with families in transition and with families who are homeless.

- All secondary teachers have participated in intensive training on Secondary Transition from the MCIU.

- We have expanded our transition services to include a Full-time Transition Coordinator at the secondary level.

- Special education liaisons serve as special education leaders in their buildings, support staff needs, and work with supervisors and principals on a regular basis.

- Our Early Intervention to School Age Transition Process is efficient, effective, and parent-friendly. Early Intervention students are evaluated, and IEPs developed as appropriate, prior to the end of the school year, so that all is in place and services ready to go when the students begin kindergarten in September. We have found that the parents are appreciative of the

attention to detail that enables us to provide the supports and services necessary for their child to be successful in Kindergarten.

- At the high school, students with significant emotional and social needs participate in our "Education Success" class. This is a course designed to address coping skills, frustration and behaviors that could interfere with achievement. The teacher uses resources such as "The 7 Habits of Highly Effective Teens ' by Sean Covey to integrate study and practical life skills into the course.

- When possible, reverse inclusion is used to provide peer modeling and support in both academic and curricular activities.

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
Silver Springs Martin Luther School	Nonresident	Colonial School District	62

Least Restrictive Environment Facilities

Facility Name	Type of Facility	Type of Service	Number of Students Placed
Elwyn-Davidson School	Approved Private Schools	AS	7
Martin Luther School	Approved Private Schools	ES	7
Overbrook School for the Blind	Approved Private Schools	B-VIS	1
The Timothy School	Approved Private Schools	AS	4
Vanguard School	Approved Private	AS	10

	Schools		
Comprehensive Learning Center	Special Education Centers	AS	3
Nexus School	Special Education Centers	AS	1
HMS	Approved Private Schools	MDS	1
Lakeside	Special Education Centers	MDS	6
Lifeworks	Special Education Centers	ES	3
Montgomery County Intermediate Unit:Cheltenham	Neighboring School Districts	AS	5
Melmark	Approved Private Schools	Intellectually Disabled	3
Pathway School	Approved Private Schools	ED	3
Anderson School	Special Education Centers	ED	2
Cedarbrook East	Neighboring School Districts	AS	4
Vantage Academy	Other	Emotional Support	5
Wyncote Academy	Other	Emotional Support	1
Lincoln Leadership Academy	Other	Emotional Support	1
Camp Hill	Approved Private Schools	Intellectually Disabled	1
MCIU Intensive ES Support program at the Early Learning Academy	Neighboring School Districts	Emotional Support	3
MCIU Bridal Path Elementary School	Neighboring School Districts	Emotional Support	3
MCIU Jarrettown Elementary	Neighboring School Districts	ES	1
MCIU Shady Grove Elementary	Neighboring School Districts	Hearing Support	3

Special Education Program Profile

Program Position #1

Operator: School District

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80%	Learning Support	9 to 11	20	1

but More Than 20%)				
Locations:				
Colonial Elementary	An Elementary School Building	A building in which General Education programs are operated		

Program Position #2
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	9 to 11	20	1
Locations:				
Colonial Elementary	An Elementary School Building	A building in which General Education programs are operated		

Program Position #3
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	9 to 11	20	1
Locations:				
Colonial Elementary	An Elementary School Building	A building in which General Education programs are operated		

Program Position #4 - Proposed Program
Operator: School District
PROPOSED PROGRAM INFORMATION
Type: Position
Implementation Date: September 5, 2017
Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	9 to 11	11	1
Locations:				
Colonial Elementary School	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%)	Life Skills Support	9 to 12	12	1
Locations:				
Colonial 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	Autistic Support	6 to 9	12	1
Justification: The Itinerant Autistic Support Teacher serves students in four K-3rd Grade buildings. Students are seen individually or in small groups with same-age peers.				
Locations:				
Colonial Elementary, Conshohocken Elementary, Plymouth Elementary, Whitemarsh 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
Itinerant	Speech and Language Support	6 to 9	65	1
Locations:				
Plymouth Elementary, Conshohocken 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	Speech and Language Support	6 to 9	65	1
Locations:				
Ridge Park Elementary, Colonial 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	6 to 9	65	1
Locations:				
Whitemarsh 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	Speech and Language Support	9 to 12	65	1
Locations:				
Colonial 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
Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	12 to 14	9	1
Locations:				
Colonial Middle School	A Middle 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
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	15 to 18	13	1
Locations:				
Plymouth Whitemarsh High School	A Junior/Senior High 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
Supplemental (Less Than 80% but More Than 20%)	Learning Support	12 to 13	15	1
Locations:				
Colonial Middle School	A Middle 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
Supplemental (Less Than 80% but More Than 20%)	Learning Support	12 to 13	11	1
Locations:				

Colonial Middle School	A Middle 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%)	Learning Support	14 to 15	17	1
Locations:				
Plymouth Whitemarsh High School	A Junior/Senior High 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	Learning Support	14 to 18	45	1
Justification: Eileen add info this is rems info				
Locations:				
Plymouth Whitemarsh High School	A Junior/Senior High 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
Supplemental (Less Than 80% but More Than 20%)	Learning Support	11 to 13	11	1
Locations:				
Colonial Middle School	A Middle 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
Supplemental (Less Than 80% but More Than 20%)	Learning Support	11 to 13	15	1
Locations:				
Colonial Middle School	A Middle 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

Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	15 to 21	14	1
Justification: Students in this program at the high school are identified as Intellectually Disabled and the age ranges from 14-21 years old. It is noted on each IEP. Older students are involved in transition activities at site at least three times a week. Academic instruction is delivered in two separate groups to ensure age appropriateness. The IEP team has determined that his is the most appropriate placement for these students.				
Locations:				
Plymouth Whitemarsh High School	A Junior/Senior High 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
Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 16	18	1
Locations:				
Plymouth Whitemarsh High School	A Junior/Senior High 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
Supplemental (Less Than 80% but More Than 20%)	Learning Support	13 to 14	12	1
Locations:				
Colonial Middle School	A Middle 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
Supplemental (Less Than 80% but More Than 20%)	Learning Support	12 to 13	16	1
Locations:				
Colonial Middle School	A Middle 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
Supplemental (Less Than 80% but More Than 20%)	Learning Support	11 to 12	12	1
Locations:				

Colonial Middle School	A Middle 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
Supplemental (Less Than 80% but More Than 20%)	Learning Support	11 to 13	15	1
Locations:				
Colonial Middle School	A Middle 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
Supplemental (Less Than 80% but More Than 20%)	Learning Support	11 to 13	17	1
Locations:				
Colonial Middle School	A Middle 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
Supplemental (Less Than 80% but More Than 20%)	Learning Support	15 to 18	18	1
Locations:				
Plymouth Whitemarsh High School	A Junior/Senior High 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
Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 18	19	1
Locations:				
Plymouth Whitemarsh High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Program Position #28
Operator: School District
PROGRAM SEGMENTS

Type of Support	Level of	Age Range	Caseload	FTE

	Support			
Supplemental (Less Than 80% but More Than 20%)	Learning Support	13 to 15	10	1
Locations:				
Colonial Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #29
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	7 to 10	10	1
Locations:				
Plymouth Elementary School	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
Supplemental (Less Than 80% but More Than 20%)	Learning Support	6 to 9	14	1
Locations:				
Plymouth Elementary School	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
Supplemental (Less Than 80% but More Than 20%)	Learning Support	6 to 9	17	1
Locations:				
Conshohocken Elementary School	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
Supplemental (Less Than 80% but More Than 20%)	Learning Support	12 to 15	14	1
Locations:				
Colonial Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #33
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	12 to 13	15	1
Locations:				
Colonial Middle School	A Middle 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
Supplemental (Less Than 80% but More Than 20%)	Learning Support	16 to 17	19	1
Locations:				
Plymouth Whitemarsh High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Program Position #35
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 18	19	1
Locations:				
Plymouth Whitemarsh High School	A Junior/Senior High 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
Supplemental (Less Than 80% but More Than 20%)	Learning Support	15 to 18	19	1
Locations:				
Plymouth Whitemarsh High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

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	17 to 18	20	1
Locations:				
Plymouth Whitemarsh High	A Junior/Senior High	A building in which General		

School	School Building	Education programs are operated		

Program Position #38
Operator: Intermediate Unit
PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Deaf and Hearing Impaired Support	5 to 18	5	0.1
Justification: The Itinerant Hearing Support Teacher services students in grades K through 12. Students are seen individually.				
Locations:				
All District Buildings	An Elementary School Building	A building in which General Education programs are operated		

Program Position #39 - Proposed Program
Operator: Intermediate Unit
PROPOSED PROGRAM INFORMATION
Type: Position
Implementation Date: September 5, 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	Blind or Visually Impaired Support	6 to 18	11	0.25
Justification: The Itinerant Vision Support Teacher services students in grades K through 12. Students are seen individually.				
Locations:				
All District Buildings	An Elementary 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
Itinerant	Speech and Language Support	12 to 18	65	1
Justification: The Itinerant Speech and Language Therapist provides services to students in 6th through 12th grade. Students are seen individually or in small groups with same-age peers.				
Locations:				
Colonial Middle School, Plymouth Whitemarsh High School	A Junior/Senior High 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
Supplemental (Less Than 80% but More Than 20%)	Learning Support	9 to 11	20	1
Locations:				
Colonial Elementary	An Elementary 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
Supplemental (Less Than 80% but More Than 20%)	Learning Support	9 to 10	20	1
Locations:				
Colonial Elementary	An Elementary School Building	A building in which General Education programs are operated		

Program Position #43
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	9 to 10	20	1
Locations:				
Colonial Elementary	An Elementary 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
Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	6 to 11	12	1
Justification: This is a District-level Life Skills class where students may spend more than 4 years in this level of the program, resulting in a greater age range. Students whose ages fall outside the 3-year range have this noted in their IEPs.				
Locations:				
Whitemarsh Elementary	An Elementary School Building	A building in which General Education programs are operated		

Program Position #45 - Proposed Program
Operator: School District
PROPOSED PROGRAM INFORMATION
Type: ClassandPosition
Implementation Date: September 5, 2017
PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	6 to 9	12	1
Locations:				
Whitemarsh Elementary	An Elementary 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
Supplemental (Less Than 80% but More Than 20%)	Learning Support	6 to 9	20	1
Locations:				
Whitemarsh Elementary	An Elementary 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
Supplemental (Less Than 80% but More Than 20%)	Autistic Support	6 to 9	8	1
Locations:				
Ridge Park Elementary	An Elementary 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
Supplemental (Less Than 80% but More Than 20%)	Autistic Support	5 to 8	8	1
Locations:				
Ridge Park Elementary	An Elementary 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
Supplemental (Less Than 80% but More Than 20%)	Learning Support	7 to 9	20	1
Locations:				
Ridge Park Elementary	An Elementary 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
Supplemental (Less Than 80% but More Than 20%)	Learning Support	5 to 8	20	1
Locations:				
Ridge Park Elementary	An Elementary School Building	A building in which General Education programs are operated		

Program Position #52 - Proposed Program
Operator: School District
PROPOSED PROGRAM INFORMATION
Type: Class and Position
Implementation Date: September 5, 2017

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 21	15	1
Justification: Students in this program at the high school are identified as Intellectually Disabled and the age ranges from 14-21. It is noted on each IEP. Older students are involved in transition activities at a work site at least three times per week. Academic instruction is delivered in two separate groups, to ensure age appropriateness. The IEP team has determined that this is the most appropriate placement.				
Locations:				
Plymouth Whitemarsh High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #53 - Proposed Program
Operator: School District
PROPOSED PROGRAM INFORMATION
Type: Position
Implementation Date: September 4, 2017

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	15 to 19	25	0.5
Locations:				
Plymouth Whitemarsh High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	15 to 19	10	0.5
Locations:				
Plymouth Whitemarsh High	A Senior High	A building in which General		

School	School Building	Education programs are operated		

Program Position #54 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: September 6, 2016

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	11 to 13	6	1
Locations:				
Colonial Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #55 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: September 6, 2017

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	11 to 13	9	1
Locations:				
Colonial Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #56 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: September 5, 2017

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	11 to 13	10	1
Locations:				
Colonial Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #57 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: September 5, 2017

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	11 to 13	45	1
Locations:				
Colonial Middle 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: Position
Implementation Date: September 5, 2017

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Autistic Support	9 to 11	10	1
Locations:				
Colonial Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Special Education Support Services

Support Service	Location	Teacher FTE
Director of Pupil Services and Special Education	District Office	1
Supervisor of Secondary Special Education	District Office	1
Supervisor of Elementary Special Education	District Office	1
School Psychologists	All Buildings	4
Paraprofessionals	All Buildings	67
Behavioral Health Advisor	District Office	1
Home and School Visitor	District Office	1

Special Education Contracted Services

Special Education Contracted Services	Operator	Amt of Time per Week
Behavior Support Consultant	Intermediate Unit	2 Days
Community Counselors (6)	Outside Contractor	5 Days

Physical Therapist	Outside Contractor	20 Hours
Occupational Therapist (2)	Outside Contractor	30 Hours
Behavior Support: ABA (10)	Outside Contractor	32.5 Hours
Behavior Support Consultant	Outside Contractor	12 Hours

Needs Assessment

Record School Patterns

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

What other information do you still need to assess?

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

District Accomplishments

Accomplishment #1:
Collaborative Culture

We have established a vibrant, collaborative community and developed partnerships with parents, local businesses, Montgomery County Intermediate Unit, Central Montco Technical High School, MontcoWorks workforce development and colleges to generate ideas and active engagement among all key stakeholders.

Accomplishment #2:
Culture of STEAM

We continue to build a culture of STEAM into teaching and learning by incorporating more authentic problems to engage students and by incorporating more transdisciplinary curricular units that provide students with content and skills they need to apply and solve more complex problems.

Accomplishment #3:
Culture of Continuous Professional Learning

Professional development plans are continually monitored and updated to ensure topics are relevant and sessions enhance teachers' content knowledge, teaching strategies and skills in order for all students to reach their maximum potential.

District Concerns

Concern #1:
Ensuring that all students are prepared for a rapidly changing world.

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:**

> > Ensuring that all students are prepared for a rapidly changing world.

District Level Plan

Action Plans

Goal #1: Provide students with experiences which enable them to strategically utilize technology and digital media for learning across disciplines.

> **Related Challenges:**

> - 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.

> **Indicators of Effectiveness:**

> > Type: Interim

> > Data Source: Local Trimester/Interim Content Assessments; Benchmark Assessment System (BAS); LLI; Bridges

Specific Targets: Student performance levels on local assessments will show growth of at least 5% from beginning of year to end of year. Students administered the BAS will show at least one year's growth.

Strategies:

Professional Learning

Description:

Provide focused, intensive, and ongoing professional learning opportunities that assist teachers in developing and implementing current, evidence-based instruction and tools for students that enable them to apply their skills in authentic situations, both in and out of school.

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

Implementation Steps:

Professional Learning

Description:

Students and staff will participate in learning experiences that integrate the technology resources and skills needed to be future ready.

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

Program Area(s): Professional Education, Educational Technology

Supported Strategies:

- Professional Learning

Goal #2: Increase English language proficiency of linguistically and culturally diverse students who have not achieved a level of English proficiency equal to that of their native English speaking peers, and enable them to gain full access to the educational curricula.

Related Challenges:

- 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.

Indicators of Effectiveness:

Type: Annual

Data Source: Benchmark Assessment System (BAS); ACCESS English Language Proficiency Assessment

Specific Targets: Students will demonstrate at least one year's growth on BAS and show improvement in performance level based on ACCESS

Strategies:

Curriculum and Professional Learning

Description:

Continue to provide professional development that enables teachers to effectively integrate English language proficiency standards into the K-12 curriculum to address a context for language acquisition across disciplines.

SAS Alignment: None selected

Implementation Steps:

Improving language and literacy acquisition for all students

Description:

All teachers in Colonial School District will receive professional development in the "Sheltered Instruction Observation Protocol", or SIOP model, as evidenced by lesson plans and improved student performance and growth on assessment.

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

Program Area(s): Professional Education

Supported Strategies:

- Curriculum and Professional Learning

Goal #3: Foster resiliency in students by integrating social, emotional, and behavioral wellness into professional development and curricular programs to mitigate non-academic barriers to learning.

Related Challenges:

- 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.

Indicators of Effectiveness:

Type: Interim

Data Source: Professional development plans, survey results, curriculum documents, and building-level behavioral data.

Specific Targets: Non-academic barriers to student learning are decreased.

Strategies:

Curriculum & Professional Learning

Description:

Provide explicit training to staff and students in social, emotional, and behavioral wellness.

SAS Alignment: None selected

Implementation Steps:

Teaching Diverse Learners in an Inclusive Setting

Description:

Staff and students will receive training on ways to improve social, emotional, and behavioral wellness. Instruction and opportunities around social and emotional learning will reflect inclusive practices.

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

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

Supported Strategies:

- Curriculum & Professional Learning

Goal #4: Implement Academic Standards for Career Education and Work (CEW) throughout the district.

Related Challenges:

- 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.

Indicators of Effectiveness:

Type: Annual

Data Source: Artifacts of career awareness and preparation activities K-12.

Specific Targets: Students K-12 will participate in career awareness and preparation experiences.

Strategies:

Curriculum & Professional Learning

Description:

Align and implement the PA Academic Standards for Career Education and work and develop career pathways for all students.

SAS Alignment: None selected

Implementation Steps:

CEW Curriculum Integration

Description:

Student-centered activities and competencies which address the CEW standards, for each strand at each grade level, will be documented.

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

Program Area(s): Student Services

Supported Strategies:

- Curriculum & Professional Learning

Appendix: Professional Development Implementation Step Details

LEA Goals Addressed:	Increase English language proficiency of linguistically and culturally diverse students who have not achieved a level of English proficiency equal to that of their native English speaking peers, and enable them to gain full access to the educational curricula.	Strategy #1: Curriculum and Professional Learning

Start	End	Title	Description
7/1/2019	6/30/2022	Improving language and literacy acquisition for all students	All teachers in Colonial School District will receive professional development in the "Sheltered Instruction Observation Protocol", or SIOP model, as evidenced by lesson plans and improved student performance and growth on assessment.

Person Responsible	SH	S	EP	Provider	Type	App.
Dr. Katy Giovanisci	3	6	30	Center for Applied Linguistics	For Profit Company	Yes

Knowledge	As the number of English learners increases in schools across the United States, educators learn effective ways to help them acquire the knowledge and skills they need to gain full access to the educational curricula.
Supportive Research	The SIOP Model is a research-based and validated model of sheltered instruction that has been widely and successfully used across the U.S. for over 15 years. Professional development in the SIOP Model helps teachers plan and deliver lessons that allow English learners to acquire academic knowledge as they develop English language proficiency.

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

Series of Workshops
Professional Learning Communities

Participant Roles		**Grade Levels**	
	Classroom teachers		Elementary - Primary (preK - grade 1)
	Principals / Asst. Principals		Elementary - Intermediate (grades 2-5)
	School counselors		Middle (grades 6-8)
	Paraprofessional		High (grades 9-12)
	New Staff		
	Other educational specialists		

Parents

Follow-up Activities	Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers Analysis of student work, with administrator and/or peers Creating lessons to meet varied student learning styles Peer-to-peer lesson discussion Lesson modeling with mentoring Joint planning period activities	**Evaluation Methods**	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. Student PSSA data Standardized student assessment data other than the PSSA Classroom student assessment data Participant survey Review of participant lesson plans Review of written reports summarizing instructional activity ACCESS for ELLs

LEA Goals Addressed:	Foster resiliency in students by integrating social, emotional, and behavioral wellness into professional development and curricular programs to mitigate non-academic barriers to learning.	**Strategy #1: Curriculum & Professional Learning**

Start	End	Title	Description
7/1/2019	6/30/2022	Teaching Diverse Learners in an Inclusive Setting	Staff and students will receive training on ways to improve social, emotional, and behavioral wellness. Instruction and opportunities around social and emotional learning will reflect inclusive practices.

Person Responsible	SH	S	EP	Provider	Type	App.
Maria Wileczek	6	9	30	MCIU	IU	Yes

Knowledge

Teachers and students will increase their knowledge and understanding of five competencies of SEL: self-awareness, self-management, social awareness, relationship skills, and responsible decision making.

Supportive Research

A 2017 research review found that SEL programs can promote academic success and increase positive behavior, while reducing misconduct, substance abuse, and emotional distress for elementary school students. In addition, effective SEL programs are enhanced when schools partner with families and when they are culturally and linguistically sensitive (**Dusenbury & Weissberg, 2017**).

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	Series of Workshops Professional Learning Communities		
Participant Roles	Classroom teachers Principals / Asst. Principals Supt / Asst Supts / CEO / Ex Dir School counselors Paraprofessional New Staff Other educational specialists Parents	**Grade Levels**	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
Follow-up Activities	Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers Creating lessons to meet varied student learning styles Peer-to-peer lesson discussion Lesson modeling with mentoring Joint planning period activities	**Evaluation Methods**	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.

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 or 28 days whichever comes first.

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

No signature has been provided

Board President

No signature has been provided

Superintendent/Chief Executive Officer

Special Education Affirmations

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

1. There are a full range of services, programs and alternative placements available to the school district for placement and implementation of the special education programs in the school district.

2. The school district has adopted a child find system to locate, identify and evaluate young children and children who are thought to be a child with a disability eligible for special education residing within the school district's jurisdiction. Child find data is collected, maintained, and used in decision-making. Child find process and procedures are evaluated for its effectiveness. The school district implements mechanisms to disseminate child find information to the public, organizations, agencies, and individuals on at least an annual basis.

3. The school district has adopted policies and procedures that assure that students with disabilities are included in general education programs and extracurricular and non-academic programs and activities to the maximum extent appropriate in accordance with an Individualized Education Program.

4. The school district will comply with the PA Department of Education, Bureau of Special Education's revision notice process.

5. The school district follows the state and federal guidelines for participation of students with disabilities in state and district-wide assessments including the determination of participation, the need for accommodations, and the methods of assessing students for whom regular assessment is not appropriate.

6. The school district affirms the Pennsylvania Department of Education that funds received through participation in the medical assistance reimbursement program, ACCESS, will be used to enhance or expand the current level of services and programs provided to students with disabilities in this local education agency.

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

Affirmed by Felix Raimondo on 4/30/2018

Board President

Affirmed by Michael Christian on 4/30/2018

Superintendent/Chief Executive Officer