

Methacton SD

District Level Plan

07/01/2019 - 06/30/2022

District Profile

Demographics

1001 Kriebel Mill Rd
Eagleville, PA 19403
(610)489-5000
Superintendent: David Zerbe
Director of Special Education: Dr. Susan Angstadt

Planning Process

The development of our Comprehensive Plan for 2019-2022 followed an intensive district-wide Strategic Planning process. As a result, we were able to incorporate aspects of the Strategic Plan as appropriate within the Comprehensive Plan. Items such as the district's mission, vision, and shared values now more accurately reflect the input we gathered from the nearly 100 teachers, administrators, community members, and students who were a part of that planning process. Other items, such as those related to standards and curriculum, as well as professional development, were updated through review and feedback from the district's Curriculum Council, which consists of teacher leaders for all subject areas across all levels and a representative School Board member; from the district's Act 48 Committee members, which include both district personnel and community members/parents; and from district administrators. The input of all these groups has allowed us to review the progress we are making toward our academic and support goals, and to revise our plan as necessary.

The final plan has also been on display for public review for the required 28 days, and has been part of a formal presentation to the School Board prior to its approval for adoption.

Mission Statement

The Methacton School District is an exemplary student-focused and community centered environment that prepares learners to meet the demands of our evolving world.

Vision Statement

The Methacton School District will empower all learners to develop talents, encourage personal growth and success, and inspire leadership to transform our future.

Shared Values

The Methacton School District holds these Core Values:

- Motivate to succeed
- Empower all learners
- Trust in teamwork
- Honor our heritage
- Appreciate our diversity
- Commit to growth
- Transform our future
- Open new opportunities
- Nurture our talents

Educational Community

The Methacton School District (MSD) has long enjoyed a tradition of excellence in education and community involvement in our schools. The District, formed in 1969, was created by a 10-year merging of the two school districts that had previously served the Townships of Lower Providence and Worcester.

Methacton is a community of about 13,000 households located in a suburb about 20 miles north of the City of Philadelphia. The district serves the residents of Lower Providence and Worcester Townships, which are primarily comprised of residential areas. Methacton students are also served by the North Montco Vocational Technical Career Center and Montgomery County Intermediate Unit—IU 23.

Our district offers the community an adult learning program, district sponsored activities and events throughout the calendar year, training in youth mental health first aid, as well as an extended school year program offered during the summer for students. High school students may also participate in a dual enrollment program with Montgomery County Community College to extend their learning and acquire college credits.

Methacton employs 403 professional staff, 207 support staff, and 27 administrative staff. Since 2014, we have seen an increase in the percentage of professional staff holding post-bachelor's degrees. Currently, 24% of professional staff hold a bachelor's degree, 75% hold a master's degree, and 1% have a doctorate. At this time, 48% of professional staff have less than 15 years of service and 5% are near retirement age. District facilities include seven school buildings currently in operation. Students attend one of four elementary schools (K-4), an upper elementary school (5-6), an

intermediate school (7-8), or the high school (9-12). Ancillary facilities include an administration building, facilities plant, transportation building, a stadium and high school athletic facilities. The district also maintains an elementary building that was recently closed. All buildings total over 1,000,000 square feet on a space of 214 acres. When the Audubon Elementary School closed at the end of the 2016-2017 school year, the District revisited boundary lines, sending K-4 students to the remaining four elementary schools.

There are 4,793 students in Methacton who come from diverse socio-economic and ethnic backgrounds: 74% White (Non-Hispanic), 15% Asian, 4% Black (Non-Hispanic), 3% Hispanic, and 4% Multi-Racial. The percentage of economically disadvantaged students has grown, and is now at 11.6%, and our English language learners are 2.49%. Our special education population has grown slightly over the past few years to 17.6% of total enrollment. Students receiving gifted supports has increased in the past few years by a little more than 5%, and now accounts for 14.8% of our students. Those figures have remained relatively consistent for the last five years. Our grades 7-12 athletic and music programs continue to grow, with participation rates of 37% of our students in athletic programs and 18% in music programs. Our attendance rates range from 93-98% district-wide. The district's 4-year cohort graduation rate is 96% and our 5-year cohort is 97%. Of those students who graduated in 2018, 77.4% went on to attend to a four-year college or university; 18.6% selected two-year schools; 3.3% entered the workforce; and .7% chose the military.

Planning Committee

Name	Role
Dr. Susan Angstadt	Administrator : Professional Education Special Education
Jenifer Brucker	Administrator : Professional Education
Dr. Debra Euker	Administrator : Professional Education
Danielle Fowlston	Administrator : Special Education
Melissa Gorla	Administrator : Professional Education
Dr. Jamie Gravinese	Administrator : Special Education
Dr. Mary Katona	Administrator : Professional Education Special Education
Dr. Karey Kochenour	Administrator : Professional Education
Angela Linch	Administrator : Professional Education
Dr. Amy Mangano	Administrator : Professional Education
Timothy Murch	Administrator : Special Education

Dr. Zanthia Reddish	Administrator : Professional Education
Tara Ricci	Administrator : Professional Education Special Education
Aaron Roberts	Administrator : Professional Education
Dr. Jason Sorgini	Administrator : Professional Education
Dr. David Zerbe	Administrator : Professional Education
Kim Aubrey-Larcinese	Board Member : Professional Education
Michael Ryan	Board Member : Professional Education
Lisa Beeler-Smith	Business Representative : Professional Education
Daniel Sattler	Business Representative : Professional Education
Jason Sorgini	Community Representative : Professional Education
Jennifer Johnson	Ed Specialist - Home and School Visitor : Schoolwide Plan
Judi Schmitz	Ed Specialist - School Counselor : Professional Education
Cheryl Peiffer	Ed Specialist - School Nurse : Professional Education
Pamela Craig	Elementary School Teacher - Regular Education : Professional Education
Xenia Zacharczuk	Elementary School Teacher - Regular Education : Professional Education
Melissa Lloyd	Elementary School Teacher - Special Education : Special Education
Laurie Markle	High School Teacher - Regular Education : Professional Education
Jill Nickerson	High School Teacher - Regular Education : Professional Education
Peg Bonder	Middle School Teacher - Regular Education : Professional Education
Adam Chantry	Middle School Teacher - Regular Education : Professional Education
Colleen Clayton	Middle School Teacher - Special Education : Professional Education
Lorraine Cherashore	Parent : Special Education
Irene Dobbs	Parent : Professional Education
Jennifer Kaupp	Parent : Special Education
Susan Wozniak	Parent : Professional Education

Core Foundations

Standards

Mapping and Alignment

Elementary Education-Primary Level

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

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

We have made strides in several areas since the plan was previously submitted. The areas that are "NE" for mapping and alignment will remain as such, because there are no standards for, and our district does not intentionally teach areas such as FCS and economics at this level. Additionally, the areas of "Alternate Academic content Standards" for math and for reading are noted as "non-existent" as it is not our district's practices to teach alternate standards.

Since accomplishing work within math and ELA in the past few years, we are now well-positioned to purposefully focus on areas in need of improvement:

Economics

Geography

Early Childhood Education

English Language Proficiency (There has been a time constriction for teaching ELP standards due to time required for teaching ELA)

Elementary Education-Intermediate Level

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

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

We have made strides in several areas since the plan was previously submitted. The areas that are "NE" for mapping and alignment will remain as such, because there are no standards for, and our district does not intentionally teach areas such as FCS and economics at this level. Additionally, the areas of "Alternate Academic content Standards" for math and for reading are noted as "non-existent" as it is not our district's practices to teach alternate standards.

Since accomplishing work within math and ELA in the past few years, we are now well-positioned to purposefully focus on areas in need of improvement:

Economics (This has improved from NE in our last plan)

Geography

English Language Proficiency (There has been a time constriction for teaching ELP standards due to time required for teaching ELA)

Middle Level

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

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

We have made strides in several areas since the plan was previously submitted. The areas that are "NE" for mapping and alignment will remain as such, because there are no standards for, and our district does not intentionally teach areas such as FCS and economics at this level. Additionally, the areas of "Alternate Academic content Standards" for math and for reading are noted as "non-existent" as it is not our district's practices to teach alternate standards.

Since accomplishing work within math and ELA in the past few years, we are now well-positioned to purposefully focus on English Language Proficiency (There has been a time constriction for teaching ELP standards due to time required for teaching ELA).

High School Level

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

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

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

We are identifying ways to more specifically address economics at this level. Economics courses are offered through Dual Enrollment only, in conjunction with a community college.

Adaptations

Elementary Education-Primary Level

Checked answers

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

Unchecked answers

None.

Elementary Education-Intermediate Level

Checked answers

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

*Unchecked answers**None.***Middle Level***Checked answers*

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

*Unchecked answers**None.***High School Level***Checked answers*

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

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

Unchecked answers

None.

Explanation for any standards checked:

The established curriculum review cycle identified that all curriculums are in one of the following five phases:

- Planning - Year 1
- Development - Year 2
- Implementation - Year 3
- Review and revision - Year 4
- Continued implementation - Years 5-7

Curriculum

Planned Instruction

Elementary Education-Primary Level

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

Processes used to ensure Accomplishment:

The established curriculum review cycle identified that all curriculums are in one of the following five phases. the district's curriculum coordinators and department chairs work in tandem with the curriculum office to remain focused on areas as needed.

- Planning - Year 1
- Development - Year 2
- Implementation - Year 3
- Review and revision - Year 4
- Continued implementation - Years 5-7

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.	Developing
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.	Developing
Procedures for measurement of mastery of the objectives of a planned course, instructional unit or interdisciplinary studies are identified.	Developing

Processes used to ensure Accomplishment:

The established curriculum review cycle identified that all curriculums are in one of the following five phases. the district's curriculum coordinators and department chairs work in tandem with the curriculum office to remain focused on areas as needed.

- Planning - Year 1
- Development - Year 2
- Implementation - Year 3
- Review and revision - Year 4
- Continued implementation - Years 5-7

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.	Developing
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.	Developing
Procedures for measurement of mastery of the objectives of a planned course, instructional unit or interdisciplinary studies are identified.	Developing

Processes used to ensure Accomplishment:

The established curriculum review cycle identified that all curriculums are in one of the following five phases. the district's curriculum coordinators and department chairs work in tandem with the curriculum office to remain focused on areas as needed.

- Planning - Year 1
- Development - Year 2
- Implementation - Year 3
- Review and revision - Year 4
- Continued implementation - Years 5-7

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.	Developing
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.	Developing
Procedures for measurement of mastery of the objectives of a planned course, instructional unit or interdisciplinary studies are identified.	Developing

Processes used to ensure Accomplishment:

The established curriculum review cycle identified that all curriculums are in one of the following five phases. the district's curriculum coordinators and department chairs work in tandem with the curriculum office to remain focused on areas as needed.

- Planning - Year 1
- Development - Year 2
- Implementation - Year 3
- Review and revision - Year 4
- Continued implementation - Years 5-7

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.

Special education staff members are regularly included in the curriculum review process, along with regular education staff members to allow for collaboration about the modifications and accommodations necessary to allow all students at all mental and physical ability levels to access and master a rigorous standards aligned curriculum. This collaborative process ensures all grade and content level curriculums include modifications and accommodations to guarantee that students of all ability levels have access to the grade level curricular content.

Instruction

Instructional Strategies

Checked Answers

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

Unchecked Answers

- Instructional Coaching

Regular Lesson Plan Review

Checked Answers

- Not Reviewed

Unchecked Answers

- Administrators
- Building Supervisors
- Department Supervisors
- Instructional Coaches

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

All professional teaching staff are in one of the following three phases of the district's formalized Differentiated Supervision Plan dependent upon their current tenure status, as well as their respective position within the three year rotating cycle:

- Formal Observation
- Action Research
- Peer Collaboration

Walkthrough observations targeted on instruction are conducted on a routine basis by building administrators.

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

Lesson planning is an expectation for all professional teaching staff, but they are not reviewed on a regular basis.

Responsiveness to Student Needs

Elementary Education-Primary Level

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

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

I

Elementary Education-Intermediate Level

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

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

This narrative is empty.

Middle Level

Instructional Practices	Status
Structured grouping practices are used to meet student needs.	Implemented in 50% or more of

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

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

This narrative is empty.

High School Level

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

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

This narrative is empty.

Recruitment

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

The Methacton School District has been a highly sought after district for employment and receives numerous applications from highly qualified teachers each year. Additionally, the district regularly participates in job fairs and other recruitment opportunities.

Assessments

Local Graduation Requirements

Course Completion	SY 19/20	SY 20/21	SY 21/22
Total Courses	23.50		
English	4.00		
Mathematics	3.00		
Social Studies	4.00		
Science	3.00		
Physical Education	1.50		
Health	0.25		
Music, Art, Family & Consumer Sciences, Career and Technical Education	3.25		
Electives	4.50		
Minimum % Grade Required for Credit (Numerical Answer)	60.00		

Graduation Requirement Specifics

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

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

Unchecked answers

- Locally approved and administered assessments, which shall be independently and objectively validated once every 6 years. Local assessments may be designed to include a variety of assessment strategies listed in ? 4.52(c) and may include the use of one or more Keystone Exams. Except for replacement of individual test items that have a similar level of difficulty, a new validation is required for any material

changes to the assessment. Validated local assessments must meet the following standards:

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

Local Assessments

Standards	WA	TD	NAT	DA	PSW	Other
Arts and Humanities	X	X	X			X
Career Education and Work			X	X	X	X
Civics and Government		X				X
PA Core Standards: English Language Arts		X		X		X
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects		X				X
PA Core Standards: Mathematics		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
English Language Arts Unit Tests from series	X	X		
Math Unit Tests from series	X	X	X	
Common Assessments	X	X	X	X
PSSA and PASA		X	X	
Keystone Exams			X	X
SAT, ACT				X
Math Placement Test			X	X
Unit Projects	X	X	X	X

Benchmark Assessments

Benchmark Assessments	EEP	EEI	ML	HS
Math in Focus End of Chapter Tests	X	X		
Progress Monitoring	X	X	X	X
DIBELS	X	X		
Math in Focus Problem of the Lesson Quiz		X		

Fountas & Pinnell	X	X		
GMADE	X	X		

Formative Assessments

Formative Assessments	EEP	EEI	ML	HS
District Writing Prompt	X	X	X	X
Entrance/Exit Slips	X	X	X	X
Check for Understanding	X	X	X	X
Pre-test	X	X	X	X
Guided Questions/Discussion	X	X	X	X
Classwork/Individual Practice	X	X	X	X
Splash Math	X	X		
Exact Path		X		

Diagnostic Assessments

Diagnostic Assessments	EEP	EEI	ML	HS
PSAT				X
STAR Reading	X	X	X	
CDT			X	X
Accelerated Reader (AR)		X	X	X
ALEKS		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				
Instructional Coach Review				
Teacher Peer Review	X	X	X	X

Provide brief explanation of your process for reviewing assessments.

All locally developed assessments are reviewed by the following stakeholders:

- Teachers
- Department Coordinators

- Building Supervisors

Final oversight on all assessments is provided by the Director of Curriculum, Instruction, and Assessment.

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.

This narrative is empty.

Collection and Dissemination

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

Building level administrators schedule regular data team meetings to support data analysis and data-driven decision making, and provide time for grade level teams to collaborate. In addition, data is made available to staff members through the use of our information management system (Sapphire), as well as Performance Tracker, our data warehouse.

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.

Regular data team meetings are held to review and analyze all forms of data including summative, formative, benchmark, and diagnostic assessments. Selected assessment data is entered into Performance Tracker for access and review by administrators and instructional staff on an ongoing basis.

Assessment Data Uses

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

for those students who did not demonstrate sufficient mastery so that teachers can collaboratively create and/or identify instructional strategies likely to increase mastery.				
Instructional practices modified or adapted to increase student mastery.	X	X	X	X

Provide brief explanation of the process for incorporating selected strategies.

Regular data team meetings are held to review and analyze all forms of data including summative, formative, benchmark, and diagnostic assessments. Selected assessment data is entered into Performance Tracker for access and review by administrators and instructional staff on an ongoing basis.

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

There is no formal procedure in place, beyond reporting the aggregate scores for PA assessments. This is an area of need the district has identified and will be working to improve.

Distribution of Summative Assessment Results

Distribution Methods	EEP	EEI	ML	HS
Course Planning Guides				
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				
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				
School Calendar	X	X	X	X
Student Handbook				
Summative Assessments are occasionally sent home for parent review and signature	X	X		
Methacton School District Mobile App	X	X	X	X

Provide brief explanation of the process for incorporating selected strategies.

Methacton School District works with teachers, building administrators, and our communications specialist to maintain and update the distribution of summative assessment information via the channels noted above.

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

One of the goals for Methacton School District is to improve communication with all district stakeholders, not only in the area of assessment data, but in all school related areas.

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.

All of the schools in the Methacton District regularly meet or exceed expected state achievement levels.

In order to ensure continued growth in student achievement, the district:

- Continues to review and revise our curriculum as needed in order to be aligned to PA Core Standards
- Analyzes assessment data to inform instructional decision making
- Provides meaningful professional development to our teachers to guide best instructional practices
- Focuses on the "Whole Child" to address the academic, social and emotional needs of our students in grades K-12

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	
Conflict Resolution or Dispute Management	X	X	X	X
Peer Helper Programs	X	X	X	X
Safety and Violence Prevention Curricula	X	X	X	
Student Codes of Conduct	X	X	X	X
Comprehensive School Safety and Violence	X	X	X	X

Prevention Plans				
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:

At present, there are no immediate plans to address the strategies that were not selected. It is important to note that students who demonstrate behavioral needs at the high school level have individual positive behavior plans or teachers have classroom behavior plans in place. Additionally, while there is no prescribed safety and violence prevention curricula at the high school, these topics are addressed through our health classes and by offering a variety of assemblies that target specific safety and violence topics.

Screening, Evaluating and Programming for Gifted Students

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

The district partners with the Montgomery County Intermediate Unit to ensure the public is informed of our gifted education services and the programs offered on an annual basis. This information is posted on the district's website and a brochure describing the services and programs is available at each of our schools (counselors and main offices). Child Find announcements are printed in the local newspapers. Families requesting more specific information about the gifted education services and programs are able to speak to a building administrator and/or central office administration. All of our professional staff can also speak to the services and programs offered.

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

Beginning in the 2016-2017 school year, the district implemented a universal gifted screening process for all students in second (2nd) grade. The screening instrument (CogAT Form 7) was selected to reduce barriers for students who are eligible for ELD services and/or have an identified disability. The implementation of this process has allowed the district to not only locate students earlier so we can provide the appropriate enrichment/programming for them, but also allows us to locate students who may not have been referred by staff. In addition to the implementation of the universal gifted screening process, the district selected new assessments for our screening process for students in grades K-12 in an effort to remove language/reading barriers and minimize any biases.

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

Identification Process for Gifted Children:

Methacton utilizes a two-part screening and evaluation process for K-12 students which includes multiple criteria and academic need. Testing consists of ability and achievement testing, student performance (grades, observations), and teacher/parent input. Referral for a gifted screening and/or evaluation may be made by a student's teachers, school staff or by parent request. Points are awarded for each component in the screening/evaluation process. While there are target numbers for moving forward from both the building screening to a full gifted evaluation (17/27 points or higher) and also for qualifying for gifted programming after a full evaluation (37/46+ points or higher) has been conducted, team members, including school staff and/or parents, may provide input that warrants a full evaluation when 17 points have not been achieved in the building screening. The school psychologist may also indicate that gifted programming should be considered by the GMDE Team when 37 points have not been achieved if a student's individual IQ score is ≥ 130 or when other assessments administered, at the psychologist's discretion, indicates a need for gifted programming.

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.

Discussions about acceleration, enrichment or both are decided by the GIEP team, based on the specific needs of the student. An assessment is administered to determine if acceleration by grade level or subject area is warranted. The results of this assessment are discussed and reviewed by the GIEP team who make the final decision. The district will also coordinate transportation services for students if they need to participate in another grade or subject at one of our other schools.

Developmental Services

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

Health Screenings	X	X	X	X
Individual Student Planning	X	X	X	X
Nutrition	X	X	X	X
Orientation/Transition	X	X	X	X
RTII/MTSS	X	X		
Wellness/Health Appraisal	X	X	X	X

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
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
Mental Health Specialists (Tier II Level of Care)	X	X	X	X
Intensive Mental Health Support (Tier III Level of Care) *			X	

Explanation of diagnostic, intervention and referral services:

* Intensive Mental Health Services will be implemented at Arcola Intermediate School (Grades 7-8) during the 2018-2019 school year.

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				
Community Services Coordination (Internal or External)	X	X	X	X

Coordinate Plans				
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				
Truancy Coordination	X	X	X	X
Homeless Liaison	X	X	X	X
Home & School Visitor	X	X	X	X

Explanation of consultation and coordination services:

This narrative is empty.

Communication of Educational Opportunities

Communication of Educational Opportunities	EEP	EEI	ML	HS
Course Planning Guides			X	X
Directing Public to the PDE & Test-related Websites	X	X	X	X
Individual Meetings	X	X	X	X
Letters to Parents/Guardians	X	X	X	X
Local Media Reports	X	X	X	X
Website	X	X	X	X
Meetings with Community, Families and Board of Directors	X	X	X	X
Mass Phone Calls/Emails/Letters	X	X	X	X
Newsletters	X	X	X	X
Press Releases	X	X	X	X
School Calendar	X	X	X	X
Student Handbook				X
Social Media is occasionally used ie: Twitter, Blogs, etc...	X	X	X	X
Language Line or Other Interpretation Services	X	X	X	X

Communication of Student Health Needs

Communication of Student Health Needs	EEP	EEI	ML	HS
Individual Meetings	X	X	X	X
Individual Screening Results	X	X	X	X
Letters to Parents/Guardians	X	X	X	X

Website	X	X	X	X
Meetings with Community, Families and Board of Directors	X	X	X	X
Newsletters				
School Calendar				
Student Handbook	X	X	X	X

Frequency of Communication

Elementary Education - Primary Level

- More than once a month

Elementary Education - Intermediate Level

- More than once a month

Middle Level

- Monthly

High School Level

- Monthly

Collaboration for Interventions

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

Classroom teachers and individuals providing interventions for students must effectively collaborate to meet the needs of our students. Collaboration takes place in a variety of ways including, but not limited to, the following methods:

- Face-to-face meetings and conversations (Ex: Child Study, IST, IEP, and GIEP meetings, Team Meetings)
- Email and phone
- Information save/stored in IEP Writer, Power School, Performance Tracker, eMetric, and other data sources

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

Pre-school/Early Intervention Programs:

Annual meeting with area pre-school providers is conducted for the purposes of bringing these agencies up-to-date with school district practices and procedures, as well as to enlist their support in preparing families and students for Kindergarten and advertising/ Kindergarten registration information

Before/After School Care Programs:

The Methacton School District provides facility use to the local YMCA in order to provide before/after school care services to families in grades K-6.

Youth Workforce Development Programs

- Career Programming and Preparation exists to some extent at both the elementary and secondary level. The district established a K-12 College & Career Counselor position in September 2017. Since this position has been in place, we have been making greater strides toward coordinating K-12 programming.
- Transition and Vocational Planning (all students with IEPs) - Examples: Work Study Program, Job Shadowing, Job Coaches, Apartment Living, Vocational Assessments

Tutoring

The District maintains a list of approved tutors that is shared with families upon request. This list includes teachers employed by Methacton School District. Tutoring is also provided to students who are hospitalized or require homebound instruction.

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 District provides transportation services for students participating in early intervention programs. When the child is ready to transition to school-age programming, the District and the Montgomery County Intermediate participate in an Early Intervention Transition Meeting with the family after they sign an Intent to Register form. This is the first step to ensuring that the transition to the school setting is smooth and that the appropriate services and supports are in place for the student at the start of the school year.

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

Provide explanation for processes used to ensure Accomplishment.

Within the past two years, we have adopted new math and ELA resources for the primary elementary level. Both resources are PA-Core aligned and are based in best instructional practices. We continue to support teachers through the use of these materials by providing guidance through math and reading specialists, a dedicated Teacher on Assignment for ELA, and through in-service planning. We are now in the process of bringing in additional technology-based tools for science instruction as we revamp the curriculum as needed. The elementary curriculum coordinators also carefully review needs for materials and resources on a regular basis.

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

Provide explanation for processes used to ensure Accomplishment.

As with the primary elementary level, we have also adopted resources in math and ELA for the intermediate level, and support is provided in much the same way. We have also begun with additional technology-based resources for science at this level. The elementary curriculum coordinators also carefully review needs for materials and resources on a regular basis.

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

Provide explanation for processes used to ensure Accomplishment.

Ongoing alignment to PA Core Standards continues to be supported by providing the necessary materials and resources to support and enhance the curriculum revisions. This work continues, as we have provided new, updated resources for math at this level, and we continue to monitor and support best practices in literacy. We have also integrated Defined STEM in order to encourage greater promotion of project-based learning at this level. We also now have students in both 7th & 8th grades set up with 1:1 Chromebooks. The incorporation of a secondary Teacher on Assignment for literacy and a Teacher on Assignment for math will be helpful in continuing to review materials and resources at this level. The subject area department coordinators also carefully review needs for materials and resources on a regular basis.

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

This narrative is empty.

High School Level

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

Provide explanation for processes used to ensure Accomplishment.

Ongoing alignment to PA Core Standards continues to be supported by providing the necessary materials and resources to support and enhance the curriculum revisions. Most importantly, we have begun to update our math resources at the high school level, with the implementation of new Algebra I and Algebra III/Trig resources in the past two years. We are now moving into geometry. With the implementation of 1:1, students now have technological tools to access on a daily basis. The incorporation of a secondary Teacher on Assignment for literacy and a Teacher on Assignment for math will be helpful in continuing to review materials and resources at this level. The subject area department coordinators also carefully review needs for materials and resources on a regular basis.

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

This narrative is empty.

SAS Incorporation

Elementary Education-Primary Level

Standards	Status
Arts and Humanities	Implemented in less than 50% of district classrooms
Career Education and Work	Not Applicable
Civics and Government	Not Applicable
PA Core Standards: English Language Arts	Implemented in 50% or more of district classrooms
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Implemented in less than 50% of district classrooms

PA Core Standards: Mathematics	Implemented in 50% or more of district classrooms
Economics	Not Applicable
Environment and Ecology	Not Applicable
Family and Consumer Sciences	Not Applicable
Geography	Implemented in less than 50% of district classrooms
Health, Safety and Physical Education	Implemented in 50% or more of district classrooms
History	Not Applicable
Science and Technology and Engineering Education	Not Applicable
Alternate Academic Content Standards for Math	Not Applicable
Alternate Academic Content Standards for Reading	Not Applicable
American School Counselor Association for Students	Not Applicable
Early Childhood Education: Infant-Toddler ;Second Grade	Implemented in less than 50% of district classrooms
English Language Proficiency	Implemented in 50% or more of district classrooms
Interpersonal Skills	Implemented in less than 50% of district classrooms
School Climate	Implemented in less than 50% of district classrooms

Further explanation for columns selected "

Consulting the SAS Portal is a more regular function of district-level planning teams activity. Teachers are, however, aware of the system and use it when needed.

Elementary Education-Intermediate Level

Standards	Status
Arts and Humanities	Implemented in less than 50% of district classrooms
Career Education and Work	Not Applicable

Civics and Government	Not Applicable
PA Core Standards: English Language Arts	Implemented in less than 50% of district classrooms
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Implemented in less than 50% of district classrooms
PA Core Standards: Mathematics	Implemented in less than 50% of district classrooms
Economics	Not Applicable
Environment and Ecology	Not Applicable
Family and Consumer Sciences	Not Applicable
Geography	Implemented in less than 50% of district classrooms
Health, Safety and Physical Education	Implemented in 50% or more of district classrooms
History	Not Applicable
Science and Technology and Engineering Education	Not Applicable
Alternate Academic Content Standards for Math	Not Applicable
Alternate Academic Content Standards for Reading	Not Applicable
American School Counselor Association for Students	Not Applicable
English Language Proficiency	Implemented in 50% or more of district classrooms
Interpersonal Skills	Implemented in less than 50% of district classrooms
School Climate	Implemented in less than 50% of district classrooms

Further explanation for columns selected "

Consulting the SAS Portal is a more regular function of district-level planning teams activity. Teachers are, however, aware of the system and use it when needed.

Middle Level

Standards	Status
------------------	---------------

Arts and Humanities	Implemented in less than 50% of district classrooms
Career Education and Work	Implemented in less than 50% of district classrooms
Civics and Government	Implemented in less than 50% of district classrooms
PA Core Standards: English Language Arts	Implemented in less than 50% of district classrooms
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Implemented in less than 50% of district classrooms
PA Core Standards: Mathematics	Implemented in less than 50% of district classrooms
Economics	Not Applicable
Environment and Ecology	Implemented in less than 50% of district classrooms
Family and Consumer Sciences	Implemented in less than 50% of district classrooms
Geography	Implemented in less than 50% of district classrooms
Health, Safety and Physical Education	Implemented in less than 50% of district classrooms
History	Implemented in less than 50% of district classrooms
Science and Technology and Engineering Education	Not Applicable
Alternate Academic Content Standards for Math	Not Applicable
Alternate Academic Content Standards for Reading	Not Applicable
American School Counselor Association for Students	Not Applicable
English Language Proficiency	Implemented in

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

Further explanation for columns selected "

Consulting the SAS Portal is a more regular function of district-level planning teams activity. Teachers are, however, aware of the system and use it when needed.

High School Level

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

	classrooms
Environment and Ecology	Implemented in less than 50% of district classrooms
Family and Consumer Sciences	Implemented in less than 50% of district classrooms
Geography	Implemented in less than 50% of district classrooms
Health, Safety and Physical Education	Implemented in less than 50% of district classrooms
History	Implemented in less than 50% of district classrooms
Science and Technology and Engineering Education	Implemented in less than 50% of district classrooms
Alternate Academic Content Standards for Math	Not Applicable
Alternate Academic Content Standards for Reading	Not Applicable
American School Counselor Association for Students	Not Applicable
English Language Proficiency	Implemented in 50% or more of district classrooms
Interpersonal Skills	Implemented in less than 50% of district classrooms
School Climate	Implemented in less than 50% of district classrooms
World Language	Implemented in less than 50% of district classrooms

Further explanation for columns selected "

Consulting the SAS Portal is a more regular function of district-level planning teams activity. Teachers are, however, aware of the system and use it when needed.

Early Warning System

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

Not answered

Professional Education

Characteristics

District's Professional Education Characteristics	EEP	EEI	ML	HS
Enhances the educator's content knowledge in the 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 offers time for small groups of teachers to collaborate on curriculum and core content areas. The district brings in experts in the field of inclusive practices and co-teaching methods to offer intervention strategies for struggling students. Teachers of gifted students attend workshops and conferences which offer current strategies and interventions for gifted students.

Skills needed to analyze data in instructional decision making is an area of focus for our district at all levels. We use various assessments and data tools across the district in an effort to have teachers use data to make instructional decisions.

We support administrators' attendance at PILS and other applicable workshops ,and encourage and support all staff to attend workshops and trainings specific to their needs.

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:
8/23/2018

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:
8/29/2017
The LEA plans to conduct the training on approximately:
10/12/2018

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
Not Applicable for our school entity

Strategies Ensuring Fidelity

Checked answers

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

- Using disaggregated student data to determine educators' learning priorities.
- The LEA has a systemic process that is used to validate whether or not providers have the capacity to present quality professional development.

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

A needs assessment survey is sent via email district-wide each year. The Act 48 committee reviews the needs assessment and professional development offerings for teachers and administrators.

Teachers and administrators are able to attend professional learning opportunities outside of the district to learn and share new information, tools, and strategies throughout the district. A district course catalog is created for every in-service which offers a variety of professional development choices that are relevant to teachers' needs. District and building administrators meet regularly to ensure collaboration and a coherent and consistent message is shared with staff.

Frequent walk-throughs and observations are conducted by building administrators to look for evidence that the professional development provided for student instruction is being delivered in classrooms throughout the district. We are working as an administrative team to strengthen our understanding of the components of the Danielson rubric to ensure consistent feedback to teachers and evaluation of practice.

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

We are working with a district team this year to finalize a district data protocol which will allow us to better use data to determine student needs as well as educational needs of staff. Currently we select professional development providers based on recommendations or past experience with them. Additionally we seek teacher feedback on the delivery method and value added to their current instructional practices after participating in a session.

Induction Program

Checked answers

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

Unchecked answers

None.

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

Our district conducts an annual induction program beginning with two full-days of orientation prior to the start of the school year. This two-day orientation includes the mentors for each inductee, as well as district administrators and teacher leaders. During this time, the topics above are introduced to inductees, and are revisited throughout the year. Additionally, inductees are included in our professional development programs throughout the year and these sessions are selected for them as appropriate.

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

Unchecked answers

- Frequent observations of inductee instructional practice by a coach or mentor to identify needs.
- Review of written reports summarizing instructional activity.
- Submission of inductee portfolio.

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

We are continually reviewing and revising our induction program to ensure we are providing our new teachers with the knowledge and supports that will allow them to be successful in their roles and to promote retention of those who are demonstrating success.

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

While we do not currently have instructional coaches in the district, the Supervisor of Professional Learning does conduct observations of our new teachers. Additionally, subject area specialists in Math and ELA are available to work with new teachers in those subject areas. As we enhance our mentoring program, we intend to have mentors begin visiting

their mentees classroom to provide more specific feedback. Written instructional summary reports are not required in our induction program. An end-of-year summative inductee report is collected, but we do not use inductee portfolios in a formative manner.

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.

In the spring of each school year, we send a mentor interest survey district-wide which outlines the requirements/characteristics noted above for mentor selection. This does not guarantee mentor selection, but is used to gauge interest and availability. The human resources director, professional learning supervisor and building principal review the applications for best match with new teachers. Mentors join with inductees in a presentation during the two-day induction program. The district is creating a mentor training session for implementation beginning summer 2019.

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

Induction Program Timeline

Topics	Aug-	Oct-	Dec-	Feb-	Apr-	Jun-Jul
--------	------	------	------	------	------	---------

	Sep	Nov	Jan	Mar	May	
Code of Professional Practice and Conduct for Educators	X					
Assessments	X		X		X	
Best Instructional Practices	X	X	X		X	
Safe and Supportive Schools	X		X			
Standards	X	X	X	X	X	
Curriculum	X	X	X	X	X	
Instruction	X	X	X	X	X	
Accommodations and Adaptations for diverse learners	X	X	X	X	X	
Data informed decision making	X	X	X	X	X	
Materials and Resources for Instruction	X	X	X	X	X	

If necessary, provide further explanation.

All of the topics above are introduced in our two-day initial training in August of each school year. In addition, we revisit these topics throughout the school year in more depth and dependent upon the needs of our inductees and the students they serve. Furthermore, these are topics our mentors are instructed to discuss with the mentees in the induction program.

Monitoring and Evaluating the Induction Program

Identify the procedures for monitoring and evaluating the Induction program.

We review the Induction Program annually with our Act 48 committee members. Additionally, we evaluate the feedback from the Inductee survey in order to meet their needs and improve the program for subsequent years .

Induction Program Survey

Please indicate your level of understanding based on the following criteria:

Advanced:

Complete and comprehensive understanding

Proficient:

Developing an understanding

Basic:

Not developed, but there is a basic understanding

Need

: Need to explore and develop an understanding

Standards Aligned System (SAS

): Knowledge of the six (6) elements that impact student achievement

- ☐ Advanced

- ☐ Proficient
- ☐ Basic
- ☐ Need

Standards Aligned System (SAS): Using the resources on the SAS web portal

- ☐ Advanced
- ☐ Proficient
- ☐ Basic
- ☐ Need

Educator Effectiveness System: Act 82 - Danielson Framework for Teaching- 4 Domains: Planning and Preparation; Classroom Environment; Instruction; and Professional Responsibilities

- ☐ Advanced
- ☐ Proficient
- ☐ Basic
- ☐ Need

Educator Effectiveness System: Act 82 - PA Value Added Assessment System (PVAAS)

- ☐ Advanced
- ☐ Proficient
- ☐ Basic
- ☐ Need

Educator Effectiveness System: Act 82 - Student Learning Objectives (SLOs)

- ☐ Advanced
- ☐ Proficient
- ☐ Basic
- ☐ Need

Educator Effectiveness System: Act 82 - School Level Data

- ☐ Advanced
- ☐ Proficient
- ☐ Basic
- ☐ Need

Code of Professional Practice and Conduct for Educators: Rules of conduct to which professional educators are legally bound

- ☐ Advanced
- ☐ Proficient
- ☐ Basic
- ☐ Need

Teaching Diverse Learners in Inclusive Settings: Diverse learners include English Language Learners (ELL) and students with an Individualized Education Programs (IEP)

- ☐ Advanced
- ☐ Proficient
- ☐ Basic
- ☐ Need

Mentor Program: An understanding of the instructional, professional, and personal support to be provided by mentors

- ☐ Advanced
- ☐ Proficient
- ☐ Basic
- ☐ Need

Recording Process

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

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

Unchecked answers

None.

Special Education

Special Education Students

Total students identified: **808**

Identification Method

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

The District's method of identifying a student for a specific learning disability starts with a school-based or child study team meeting where specific concerns about the student's progress are discussed. This information, along with data from benchmark assessments, informal assessments and curriculum-based assessments are used to determine if a referral packet for a psycho-educational evaluation should be started or if additional intervention strategies should be considered. During data team meetings, classroom teacher(s) presents scores from curriculum-based assessments and the Instructional Support Specialists, and/or reading and math specialists add test information from district assessments such as Fountas and Pinnell, CDTs, STAR, and math inventories. If the student continues to experience difficulties after the implementation of the identified intervention strategies,

another team meeting is held and new strategies may be developed or the child may be referred for a psycho-educational evaluation. If a child is referred for an evaluation, a permission to evaluate form is sent to the parents and must be signed prior to the completion of any formal testing by the psychologist. Additionally, the district receives requests from parents to initiate an evaluation. This is typically done by sending a written request to the building principal. These requests are considered by the same data/child study team that meets to discuss the school's or a teacher-initiated referral.

The psycho-educational evaluation generally consists of cognitive ability, academic achievement, perceptual, communication, emotional and behavioral assessments. The school psychologist is responsible for discussing the assessment with the parent prior to beginning the evaluation. A speech and language screening is generally completed by the speech therapist, and an occupational therapy screening may also be completed if the students displays sensory or fine motor needs. Parent information is also obtained. In order to determine if a student has a specific learning disability, a significant discrepancy must be evident between the student's ability and academic achievement in one or more of the following areas of functioning: basic reading, reading comprehension, reading fluency, math problem solving, math computations, written expression, oral expression, and/or listening comprehension.

The Methacton School District looks at both:

(1) Whether the student responded to scientific, research-based intervention, which includes documentation that:

- (a) The student received high quality instruction in the general education setting,
- (b) Research-based interventions were provided to the student
- (c) Student progress was regularly monitored, or

(2) Whether the student exhibits a pattern of strengths and weaknesses, relative to intellectual ability as defined by a severe discrepancy between intellectual ability and achievement, or relative to age or grade. If the student meets either of the above criteria and the team then determines that the findings of the evaluation are not primarily the result of a visual, hearing, or orthopedic disability, intellectual disability, emotional disturbance, cultural factors, environmental or economic disadvantage or limited English proficiency AND If the team also finds that the student's underachievement is not due to lack of appropriate instruction, was provided scientifically based instruction, and that repeated assessments of achievement were conducted at reasonable intervals, the student may be identified by the school psychologist as a student with a specific learning disability.

Currently, the district uses a combination of RtII, ISS, and Child Study Team process to ensure that students who are not making adequate progress in the regular education classroom environment have the opportunity to meet with success by trying various adaptations, accommodations, strategies and techniques prior to being evaluated for special education services. If during the child study team process the student is unable to meet the goals identified, or there are additional concerns after these interventions are implemented, the child study/data team makes the recommendation for a psycho-educational evaluation. Once the signed Permission to Evaluate is received from the parent or guardian, the district assigns a school psychologist to conduct the evaluation which includes a battery of

assessments (standardized, informal, curriculum-based, and various rating scales), observations, and input from parents, teachers, and other district personnel. Specifically, the school psychologist will assess the student to determine if a true learning disability that requires specially designed instruction is evident. At present, the district is utilizing the aptitude-achievement discrepancy model to determine if any discrepancies exist between the student's intellectual ability and his/her achievement, and if it is significant to warrant identification as a student in need of specially designed instruction. The district reviews assessment measures to ensure that the instruments are not biased for or against a particular subgroup of the general population due to factors, such as socio-economics, environmental conditions, cultural diversity, language and/or limited exposure to the curriculum.

Additionally, since the 2011 school year, the district has implemented a RtII three-tiered model at the elementary level (K-4) so educators can identify and address academic and behavioral difficulties prior to student failure (early intervening services). The RtII model has allowed the district to better identify students who have "true" learning disabilities as opposed to those students who have gaps in skills areas due to deficiencies in the curriculum and/or the delivery of instruction. It has also allowed our classroom teacher to better identify those students who need more intensive interventions. The district adopted and implemented a new research-based language arts curriculum in the 2017-2018 school year in grades K-5. Teachers will be expected to implement the program as designed, using differentiated instruction and guided reading groups so that all students will be provided balance literacy instruction through research-based and scientifically validated interventions in the regular education classroom.

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>

N/A - Enrollment is Not Significantly Disproportionate

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?

The Montgomery County Intermediate Unit (MCIU) serves as LEA for this facility and ensures that students are receiving FAPE in the Least Restrictive Environment. In addition, the SD collaborates with the MCIU to discuss our 1306 child find obligations and monitor any 1306 students that transfer into the facility with an IEP. It should be noted that the students placed at St. Gabrielle's Hall are court ordered and they are required to be educated at this residential facility.

Incarcerated Students Oversight

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

The Methacton School District is the host district for a county prison program located within its boundaries. The Montgomery County Correctional Facility Educational Program, provided by the Montgomery County Intermediate Unit, is overseen by the district's director of pupil services and supported by other school districts liaisons (9-12 Supervisor of Special Education, school psychologists, and clerical staff) as assigned. The district works collaboratively with parents, other school districts, Youth Detention Services, Juvenile Probation, Child and Youth Services, and other mental health agencies to monitor and enhance the program being provided to students. A free appropriate public education (FAPE) is provided to all eligible incarcerated school-age students via the MCIU's on-site classroom program. The district's Supervisor of Special Education for grades 9-12 serves as the local education agency (LEA) representative, participating in IEP team and other special education meetings, as needed. In addition, school age students placed in the prison facility will be referred for a psycho-educational evaluation, if this is deemed necessary. If the student is found to be eligible for special education services and supports through the evaluation process, an IEP will be developed by members of the IEP team in accordance with Chapter 14 regulations.

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.

In compliance with Part 300 of the Individuals with Disabilities Education Act (Federal Regulations and PA Chapter 14 Special Education State Regulations), the Methacton School District provides each student identified with a disability, without discrimination, an equal opportunity to participate and obtain an education in the least restrictive environment with the provision of supplementary aids and services and to participate in extracurricular activities to the maximum extent appropriate considering each student's specific needs and abilities.

The district ensures maximum integration by discussing and addressing the individual needs of our students when developing an Individualized Education Program (IEP). During IEP meetings, team members discuss the student's strengths and determine ways for the student to be educated with non-disabled peers in the regular education environment. In addition, potential barriers are considered in conjunction with the types of supplementary aids and services that will be required for the student to meet with success within that environment. While the district supports inclusive practices, it also recognizes that this decision needs to be based upon the individual needs of the student and the extent to which it is appropriate for that student. There are times when a student may require direct instruction in a special education classroom setting in order to make meaningful progress toward his/her IEP goals (educational benefit); however, the IEP team needs to determine placement.

The district has continued to focus on providing special education programming in house rather than sending students to out-of-district placements; however, there are times when a student's educational needs warrant a specialized program or more restrictive placement. According to our 2016-2017 Penn Data Report, only 2.6% of our special education population are in out-of-district placements. Additionally, the district is continuing to work on improving the percentage of students include in the regular education environment more than 80% of their day. The 2016-2017 Penn Data Report shows this educational environment is serving 58.4% our our special education population.

The district offers all levels of support (itinerant, supplemental, and full-time). At the elementary level, students participate and are included in regular education for academic subjects, specials (art, gym, music, and library), homerooms, and attend lunch, recess, and other activities (assemblies, field trips, etc...) with non-disabled peers. Although the district still provides some of our students with supplemental support for ELA and mathematics using a pull-out program, this placement decision is determined by the IEP team. The district also provides special education supports and services within the regular education classroom environment for science and social studies at the elementary level. At the secondary level, the district has embraced the co-teaching model in core curricular areas so students can participate and succeed in the regular education environment with support from both a regular education and special education teacher.

The district has also implemented various research-based reading programs (corrective

Reading, System 44, READ 180, Reading Horizons, Wilson, and Lindamood Bell) in grades K-12 to support our students who are below grade level in the area of reading (decoding and comprehension) and written expression. Supplemental research-based reading and mathematics interventions are being used in conjunction with the general education curriculum to support our students who need direct instruction and require more repetition and skill practice. The district's related service providers, such as occupational therapy, physical therapy, speech, and hearing/vision support, are also using an integrated approach, whenever possible. They are focusing on ways to enhance access to the general education curriculum while supporting instruction and minimizing the amount of time a student needs to be removed from the regular education classroom.

The district continues to offer trainings and workshops related to student need. These workshops and trainings focus on Inclusive Practices, Disability Awareness, Balanced Literacy/Guided Reading, Differentiated Instruction, and Positive Behavior Support. These topics will continue to be addressed over the course of the next three years to enhance the knowledge and skill level of our administrative and professional staff. Other topics, such as special education law, universal design, growth mindset, and teacher effectiveness will also be addressed during the next three years by utilizing the site-based training, consultation, and technical assistance opportunities that are available through PDE/PaTTAN and the Montgomery County Intermediate Unit.

Both elementary and secondary special education teachers meet with their special education supervisor to discuss ways to ensure maximum integration within their buildings at regularly scheduled staff meetings. The special education supervisors also communicate with their building principals about ways to improve the district's LRE percentage and enhance Inclusive Practices.

Supplementary Aids and Services used in the district include the following:

Service/Resource	Description
ABA Supports and Consultative Services	Applied Behavior Analysis consultations and in-school support are provided to assist students generalize skills to the school environment.
Behavioral Analysis and Specialist Support	Behavior Analysts (BCBA) or Behavior Specialist provide consultations and/or conduct Functional Behavioral Assessments to support students with significant behavioral needs.
Books on CD & Audio	
Books - Online Text Resources	All Content Areas
Co-Teaching	General Education
Differentiation of Instruction	General Education, Special Education
FM Systems (Individual, Classroom)	All Environments
Implementation of	All Environments (General & Special Education)

Specially Designed Instruction

Instructional Assistants	Our instructional assistants provide support to students and teachers in both the General Education & Special Education classrooms.
Montgomery County Intermediate Unit - IU 23	Provides services, such as functional behavioral assessments, itinerant hearing and vision support, early intervention, assistive technology device trainings, SETT facilitation, transition/job coaching services.
Personal Care Aides (1:1)	Personal Care Aides provide redirection, academic and behavioral support to students who require one-on-one assistance in general education, special education, and/or other environments in the school.
ABA-trained Aides	ABA-trained Aides provide more intensive behavioral support and implement Positive Behavior Support Plans for students who require one-on-one assistance in general education, special education, and/or other environments in the school.
Positive Behavior Support Plans	PBSP are developed for students who demonstrate behaviors that impede his/her learning and/or that of others. The plans include a detailed crisis plan in case of an emergency. PBSP are developed using the data from FBAs.
SETT Meetings & Assistive Technology	SETT meetings are held for all students who may require assistive technology devices. The purpose of the SETT meeting is to determine if other low-tech strategies and devices should be considered and/or to trial a particular AT device prior to purchase it. The SETT process considers the student, the environment, the tasks and tools.
Use of technology and software	Technology (laptops, IPADS, Chromebooks and software programs) are used to help students with disabilities access the general education curriculum and/or to provide opportunities for retention/repetition, drill & practice, and skill development. -- Specific seating arrangements (planned seating: classroom, bus, cafeteria, auditorium, specials --Adjustments to sensory input; (e.g.) light and/or sound, swings, sensory devices -- Environmental aids (e.g.) Classroom FM systems, Individual FM systems, heating and air conditioning, room partitions --Specific arrangement of furniture to accommodate walkers, wheelchairs, etc. --Specially individualized desk and chair, etc. ---Use of study carrel ---Use of Interpreters ---Use of augmentative communication devices such as IPads and TouchChat ---Providing audio books ---Providing alternate computer access ---Providing special lifts for example, a lift for the swimming pool ---Providing

elevator access as required ---Providing related services ---Use of headphones to block out background noise ---A student who has difficulty transitioning from class to class may be provided a paraprofessional to assist with transition times ---Coaching and guided support for team members in the use of assistive technology for an individual student ---Scheduled opportunities for parent training and collaboration ---Adapting writing utensils-

-
Counseling supports (school counselor, consulting psychologist, group meetings, TSS support, individual school based therapy, peer supports) ---Provide support to teachers on instructional design (e.g., minimizing written directions, verbal prompts, cueing, etc.) ---Implement a peer buddy system during difficult class activities (rotate peer buddy). ---Use coping/stress reduction skills when student is anxious about performance or is escalating in front of peers. ---Use pre-correction before students engage in a review activity, ask for an example of how to complete the assignment. ---Remove student from the situation/setting that is triggering the problem behavior in order to effectively manage and de-escalate the crisis. Escort the student down the hallway and prompt the student to work appropriately in order to de-escalate the agitation. (The student can be taken into the counseling office and seated in one of the chairs in order to review social stories and work on self-management skills) ---Use gestural/physical, proximity prompts, but minimum verbal directions, to get him/her going on one or more of the crisis management procedures. ---Use interventions with positive replacement behaviors ---Ignoring inappropriate behavior whenever possible but immediately rewarding all appropriate behavior ---Anticipating and preventing the antecedents causing behavior ---Designate a “safe place” for establishment of self-regulatory coping mechanisms ---Seating close to teacher, but allowing space to “spread-out” in order to avoid confrontation with fellow students ---Adult support is needed during any group/social interaction or activity or to keep him/her on task with the activity at hand ---Schedule functional activities and build routines that offer opportunities to move around and burn energy, especially prior to times/activities that are predictable triggers for disruptive talk-outs ---Rehearse and role play with student as to what to do when peers tease or mimic him, trying to get the student to say silly things that just get him/her into trouble ---Validate feelings and offer alternative replacement behaviors in the form of 1-2 choices, consistency of social skills development with “social stories”, consistent encouragement to “use words”, use clear, simple directions, ignore inappropriate behavior whenever possible ---Immediately reward appropriate behaviors, lots of smiles, verbal praise, read stories of

Behavioral Supports

choice, outside play, being a “helper”, “special “jobs”, seating next to a positive peer role model, “Social Stories’ book, puzzles, art projects, computer time/games, etc. ---Use classroom routines. Routines are specified for preparing for the day, taking care of personal needs, turning in homework, and getting help. Each classroom teacher determines if the routines will be teacher-defined &/or student-defined. Routines are taught at the beginning of the year and practiced on a daily/weekly basis ---Teach student how to self-monitor behavior; meet with student on a pre-designated time to discuss the student's view and evidence of behavior --- For younger students, use a predictable activity schedule. A photo activity schedule will be used to inform the student of the activities of the day and the choices offered. ---Adapt curriculum/make modifications -- teacher will shorten lessons and adapt difficult assignments so that the student is more successful in academic work. ---One-to-one replacement skills that serve the exact function as the problem behavior ---Use of a level system (reward system) ---Use of a contracting system with goals clearly identified --- Redirect the student to another activity or prompt the student to use an alternative skill. ---Use a timer for student to remain on task ---Student rewards are linked to objectives and rewards are varied to maintain student interest ---Teachers should always be non-threatening in their interactions. Even though the teacher must be firm and enforce limits, they still must remain non-threatening. ---Provide opportunities to participate in community activities and events. Prepare students before the activity.

Classroom/Homework
Organizational Skills
Executive Functioning

---Reduce number of items on a page ---Increase amount of time to complete assignments ---Color code student materials to help the student stay organized ---Prioritize assignments and activities ---List and post all steps necessary to complete an assignment --- Use a calendar to plan for long-term assignments ---Use a consistent way for student to turn in and receive back papers; reduce distractions for student ---Help student organize him/herself; frequently monitor notebooks, dividers, locker, bookbag, desk, etc. ---Give students specific time frames to complete small segments of a given task with frequent teacher feedback ---Provide before or after school tutoring ---Parent check and sign assignment book ---Provide student with a list of needed materials and their locations. ---Use of a developmentally appropriate communication board ---Arrange for a peer who will help with organization ---Use daily/weekly assignment sheets with the teacher verifying accuracy of assignments recorded --- Allow student extra time to organize books from last class before beginning next class ---Provide samples of completed assignments to use as models ---Providing visual daily schedule---Text to Talk

Instructional Modifications	<p>Program (Read & Write Gold/Dragon Naturally Speaking)</p> <p>Providing alternate methods for students to demonstrate learning; for example, oral answers, pointing, drawing, etc. --</p> <p>Providing modified curricular goals --Limiting class sizes --</p> <p>Providing proven scientifically based instruction --Providing instruction in multi-modalities (if possible teach to learning styles) ---Teacher provides copies of notes ---NCR paper for peer to provide notes ---Reduce reading levels of assignments ---Use visual sequences ---Teacher tape lesson for replay or discussions -</p> <p>--Use curriculum specific tapes ---Teacher to present models or demonstrations ---Share activities with groups of students ---</p> <p>Reduce number of concepts or ideas a student must learn at any one time ---Alter the pacing of instruction ---Increase review of lessons taught BEFORE introducing new ideas ---Use Rubrics ---</p> <p>Provide clear/concise directions ---Periodically check for student understanding. --Providing research-based alternate or supplementary materials ---Schedule more difficult classes at times appropriate for the respective student ---Gain student's attention before giving instructions ---Provide instruction on functional skills within the context of the typical routines in the regular classroom -</p> <p>--Providing research based supplementary materials ---The teacher may alternate quiet and active time</p>
Positive Reinforcement & Student Engagement	<p>Verbal or non-verbal praise for accomplished task ---Positive reinforcement ---Concrete reinforcement ---Planned motivation sequence of activities ---Offer options or choices ---Use of student strengths and interests in lesson planning as possible. ---Call on student to answer when you are sure the student knows the answer and when the student has followed the rules. ---Use proximity control techniques --</p> <p>-Increase active responding ---Allow a student to be a "helper" for large projects</p>
Communications	<p>Develop a daily/weekly journal ---Notify parents immediately of missing assignments/or incomplete assignments ---Provide parents with duplicate sets of texts if student has difficulty remembering to bring books home ---Provide progress reports as determined by the team ---</p> <p>Schedule periodic meetings with parents ---Communicate with parents with school provided daily planner -- use of communication logs and/or behavioral point sheets</p>
Social Skills	<p>Social skills instruction (social stories) ---Counseling supports (school counselor, consulting psychologist, group meetings, TSS support, individual school based therapy, peer supports) ---</p> <p>Structuring of activities to create opportunities for positive social interaction ---Use cooperative learning groups to foster social interactions ---Teach social communication skills, such as</p>

Testing/Assessments	<p>greetings, conversations, taking turns, sharing, negotiations, etc. --</p> <p>-Focus on the social process rather than on the product ---School Wide Bullying Program ---Assistance as necessary with extra-curricular activities-plays, musicals, band, concerts/sports, etc. ---Lunch buddies ---D&A Counseling as required ---Use of time management strategies ---Use of non-verbal cues ---Create a structured environment with predictable routines ---Provide cards on desks with rules for individual desk work ---Stress effort and enjoyment for self rather than competition with other students ---Minimize timed activities; structure class for team effort and cooperation ---Prepare students for transition Give an advance warning when a transition or "different" activity will take place Allow student to respond orally or to point to a response --Read test to student ---Preview language of test questions ---Chunk tests into sections ---Use specific test types or limited combinations (short answer, reduce multiple choice options, reduce essay section) ---Modify format --</p> <p>-Reduce number of items required to complete on a test ---Provide extended time ---Use of applications in real settings ---Test administered by resource person ---Allow students to mark answers on the test rather than on an answer sheet ---Highlight key words or phrases in directions ---Repeat directions and have student demonstrate understanding of directions ---Use enlarged text ---Ignore spelling/grammar errors when content is evaluated ---Allow use of a calculator unless assessing computation ---Grade only items completed ---Use a pass/fail system ---Allow use of notes or books for testing ---Allow ample space for writing answers ---Permit breaks during long tests ---Use uncluttered test forms ---Allow student to either use print or cursive ---Modify the standard grading system</p>
Transition Support	<p>---The transition coordinator or agency will assist student to develop a simulated independent living plan and monitor the plan for effectiveness. ---The transition team will provide information to student/parents in order to make good decisions to attend intake counseling sessions with Human Services organizations ---Local agencies and the transition coordinator will assist the family to determine what legal resources are available. ---The transition coordinator/school counselor/local agencies will help the student and family to explore guardianship or conservatorship. ---Local agencies will assist the student/family to search for living arrangements. ---The school counselor/parents/teachers/transition coordinator will assist the student in course selection, CBI selection, and programming in order to meet skills of daily living School counselor will meet with students to expand "career awareness" knowledge. ---The transition coordinator will arrange for job shadowing</p>

experiences. ---The transition coordinator will arrange for the student to take a vocational assessment (inventory, aptitude or ability). ---The school counselor and transition coordinator will assist the student in developing a list of respective strengths, assets and skills as they pertain to job functioning. ---The transition coordinator and/or school counselor will assist the student in making an appointment with the OVR counselor. The school transition coordinator/counselor will assist the student in locating secondary education institutions of interest. In addition, the transition coordinator will assist the student in locating information regarding the selected schools. ---The transition coordinator/counselor/LEA will assist the student in applying for the ACT or SAT with accommodations. ---The transition coordinator or counselor will assist the students in locating a SAT review course. ---The transition coordinator or counselor will assist the students in filling out college forms. ---The transition coordinator/school counselor/ or outside agency will assist the student in identifying possible sources of financial support for vo-tech or college. The transition coordinator/coaches/school counselors/teachers will assist the student to investigate/join a school club or sport team. ---The transition coordinator/school counselor/teachers will assist the student in exploring and attend school functions such as dances, tournaments, etc. - --The transition coordinator/special education teacher will assist the student to familiarize himself/herself with community resources such as the location of the banks, stores, hospital, doctors, etc.

Transportation

Wheel chair lift --Special customized harness --Transportation aide(s) --Nurse for physically fragile students --First Aid and CPR Training for Drivers and Aides --Behavior Training for Drivers and Aides ---Seat student near bus driver ---Assign the front window seat so that the student can't easily touch or be touched by other students as they enter or exit the bus

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.

Students receiving special education services who demonstrate behaviors that impede his/her learning and/or that of others are required to have positive behavior intervention

plans incorporated into their IEPs. Positive Behavior Support Plans are developed based upon a functional behavioral assessment and the data that is collected throughout a multiple step process over a period of time. The IEP team gathers the most accurate picture possible of the behavior(s) impeding the student's learning and/or that of others. After the data has been gathered, it is analyzed by the IEP team to determine what the perceived functions of the behavior are and efforts are made to identify the setting events and the antecedents that cause and/or contribute to the demonstration of these behaviors. Students with positive behavior support plans (PBSPs) are included to the maximum extent appropriate in the regular education classroom environment, with or without the support of an ABA-trained aide, as determined by the IEP team.

The district has been collaborating with BCBAs to develop comprehensive positive behavioral support plans (PBSP) for students with significant behaviors. Unlike a behavior intervention plan (BIP) which only addresses the student's behavior, a PBSP is more comprehensive and looks at the "bigger picture" across all environments. The plan is an ongoing problem-solving process that describes how specific environments may be modified, what and how skills will be taught, and how the student may/will respond to both positive and problematic behaviors. Another key feature of a PBSP is to identify strategies and interventions that will be successful and are likely to be maintained over time in order to reduce the identified problematic behavior(s) while providing the student with opportunities to exercise choice, learn self-regulation skills, experiences academic success, and engage in positive social interactions. Additionally, the PBSP includes a crisis prevention component aimed to reduce the possibility of serious injury to the student and/or individuals in close proximity to the student. The crisis plan provides teachers and/or staff with clear guidelines for interrupting and managing dangerous behavior. It also provides a clear description of what a crisis situation looks like for the student, the types of behaviors that warrant the use of this component, specific intervention procedures, and clear, concise guidelines for ending intrusive behaviors. These guidelines can include procedures, such as passive restraint or protective equipment. Information is also included on how to document and report episodes requiring the use of this passive restraint, evaluation procedures, and training/support information for staff.

Another component of the PBSP is a description of the evaluation and measurement procedures that will be used to determine the effectiveness of the strategies and interventions being implemented to reduce, prevent, or make inconsequential the problematic behavior(s) identified.

When the PBSP is developed, training for all school personnel who interact directly with the student, as well as their parents or guardians, is included in the plan so the document can be implemented properly.

Providing a positive, proactive approach to addressing problematic behaviors is the primary goal of our district. This approach has allowed us to provide supports and services

for many of our students in their home school; as evidenced by the decrease in the number of students being served in out-of-district placements. Furthermore, the district use of a positive, pro-active approach to addressing problematic behaviors has allowed many of our students with behavioral issues to be educated in the least restrictive environment with or without the support of an ABA-trained aide (as determined by the IEP team).

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 district does its due diligence to ensure FAPE for all of our resident students. We offer a continuum of services for most exceptionalities and place very few students out of district. The one exceptionality category that may cause the district to seek an out-of-district placement is Multiple Disabilities due to the number of students being served in this low-incident disability category. This decision, though, is based on the individual needs of the student, not the exceptionality category. If possible, the district will program for the student, but there are times when the student requires more intensive supports than we can offer. When this occurs, the IEP team discusses the specific needs of the student and the student's IEP goals to determine what placement options should be considered. Once an IEP team determines that an out-of-district placement is warranted to meet the needs of the student, this change in placement occurs, but the district continues to actively participate in all team meetings. By staying involved, the district has been able to transition students back to the district. It should be noted that if the district were to experience an issue with hard to place students we would work with the local CASSP Team and/or with the Montgomery County Intermediate Unit to find an appropriate placement to support the student. We continue to monitor and add autistic support classrooms in grades K-12 to address and effectively program for the increasing number of students identified with an autism spectrum disorder. We have also enhanced the district's emotional support programming in grades K-12 so our students with emotional needs can receive support in their home school. The district works closely with several ABA providers and Board Certified Behavioral Analyst/Specialists to ensure any behavioral issues are being targeted. We also have developed K-6 communications classes for students who have a learning disabilities and significant language needs. In this environment, a special education teacher works with a speech/language therapist to provide more intensive speech and language services using an integrated model and creating a language enriched instructional environment. We have expanded our co-teaching opportunities at the secondary level in an effort to program more

effectively within the least restrictive environment.

The district continues to monitor our special education programs, as well as the needs of our students, so we can identify any gaps in our programming and take the appropriate steps to address any areas of concern. The district works with the Montgomery County Intermediate Unit if we have students in low incidence populations who need services. Students identified with emotional support needs that are outside the scope of district programs are temporarily placed into local alternative education programs. In addition, we partner with several agencies to provide therapies for students such as: ABA training and services for children with autism, OT, PT, emotional support and a small amount of speech. These services are designed to meet the needs of all of our students in district.

We are currently undergoing a district-wide needs assessment around the concept of LRE as the result of Compliance Monitoring that occurred last school year. The results of this needs assessment will likely cause an expansion of services planned on behalf of our students with disabilities.

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 district is committed to evaluating and enhancing our special education programs, services, and supports in response to not only our growing special education population, but also the diverse needs of our students. The district's strategic plan embraces the importance of the "Whole Child" concept and we work to ensure that our focus addresses the academic, social and emotional needs of our students. The district uses its comprehensive data bank (e. g. RtII Data, Benchmark Assessments, Performance Tracker, Pennsylvania Value-Added Assessment System) and progress monitoring tools (e.g. Aimsweb, Informal Assessment and Curriculum-Based Assessments) to assess student growth and determine ways to improve our instructional practice, as well as our special education services and supports.

The district provides a continuum of programs and various types of supports to meet the individual needs of our students. In addition, the district continues to promote the use of inclusive practices to ensure students with disabilities are educated in the least restrictive environment (LRE) with supplementary aids and supports to the maximum extent appropriate.

Continuum of Programs Includes:

- Autistic Support K-12
- Emotional Support K-12
- Learning Support K-12
- Life Skills Support 7-12*

- Speech & Language Support K-12

*Note: The district currently does not have any students in grades K-6 that require this type of support.

Autistic Support Program: The district continues to expand its Autistic Support (AS) program in order to support the increasing number of students identified with Autism. In addition, the district is constantly evaluating the AS program at each level (Elementary, Upper Elementary, Middle School, & High School) to determine how we can further enhance our instructional practices to meet the diverse needs of this student population. The district has focused on providing quality instruction to improve all aspects of learning (academic, behavioral, and social) and develop/support each student's functional performance. The autistic support programs at each level include opportunities for our students to participate in general education classrooms (to the maximum extent appropriate) on a daily basis so they can interact with typical peers during homeroom, content-area instruction, and specials (art, library, music, and physical education) and extra-curricular activities. Related services (speech, occupational therapy, and physical therapy) are provided using an integrated approach whenever possible. The district also works collaboratively with ABA home-based service providers and board certified behavioral analysts/specialists. Our elementary autistic support classrooms implemented Verbal Behavior (VB) and ABA services to target both the instructional and behavioral needs of our students. The addition of VB and ABA supports, including the use of Teachtown (an ABA web-based program), has proven to be very beneficial. At the secondary level, our autistic support classroom also focus on transition by providing vocational training, career and college readiness skills and independent living skills.

Emotional Support Program: The district strives to provide FAPE for students with emotional needs in the student's home school, whenever possible. This has been possible as a result of developing and training our K-12 emotional support team K-12 so they could provide supports and services in their home school, thus eliminating the need for the student to change school/placement in order to receive support.

Being an integral part of the learning community has helped to foster the social/emotional growth of our students with emotional disabilities. The district's core emotional support team consists of special education teachers, instructional assistants, behavioral specialists, ABA-trained aides and mental health specialists. Other members of the team include the special education supervisor(s), school psychologists, and the district's home and school visitor. The team is responsible for observing students, collecting data, conducting functional behavior assessments (FBAs), writing and implementing positive behavioral support plans (PBSP), providing support and training to regular and special education staff, conducting individual and group counseling sessions, teaching and facilitating social skill activities, and serving as a crisis team in the event of an emergency. All members of the core emotional support team receive extensive training on positive and proactive behavioral interventions, CPI, and de-escalation techniques. The district has also trained other key personnel in each school in CPI techniques in order to provide a more comprehensive approach to implementing Positive Behavior Support Plans with consistency and addressing the emotional/behavioral needs of our students. There

are still times; however, when a student with severe emotional or mental health needs requires a therapeutic program in order to support their current needs. Given this, we partner with other therapeutic schools (Lakeside, Lincoln Academy, Exploration PHP) so our students can receive the level of care needed and work to transition back to their home school as soon as possible. While our students are receiving this level of care, the emotional support team remains actively involved in the educational process which is extremely beneficial when it is time to develop a transition plan for the student's return.

Learning Support Program: In an effort to improve LRE and ensure maximum integration of students with disabilities, the district has embraced an itinerant learning support model (grades K-12) and a co-teaching model at the secondary level (grades 7-12). At the elementary level, more students with learning disabilities are being included in the general education classroom with supplementary aids and services so they can interact with their non-disabled peers and benefit from the richness of the instruction and class discussions. The current structure of our elementary learning support program consists of itinerant level support or supplemental multi-grade (Grades K-2 & Grades 3-4) classrooms. If the IEP team recommends direct instruction for Language Arts or Math, efforts are made to minimize the amount of time a student is "pulled" from the regular education classroom. Supplemental learning support classrooms are available in all of our schools if the student, as determined by the IEP team, requires this level of support. It should be noted that the number of supplemental learning support classrooms at the secondary level have been reduced because the majority of our students with learning disabilities are included in general education classes with supplementary aids and services. This reduction can also be attributed to implementing co-teaching at this level.

Life Skills Support Program: The district continues to evaluate its Life Skills Support program which currently supports students in grades 7-12. The program features a framework that focuses on 5 domain areas: academics, vocational, communications, functional skills and social/emotional development. Within each of these domain areas, there are sub-categories that target specific concepts/skills. The student's educational program is aligned to his/her post-secondary outcomes. Instruction is provided following a hierarchy of concepts and skills development that promote mastery and help each student maximize his/her potential. The district works collaboratively with the Montgomery County Intermediate Unit (MCIU) and other providers when deemed necessary by the student's IEP team to coordinate transition services. This includes teaching vocational and job readiness skills, providing job coaching and shadowing experiences and securing employment opportunities for our high school students.

Speech & Language Support: The district currently has seven full-time speech therapists to serve our students who require speech and language support services. This support is provided using a variety of delivery models: pull-out programs, push-in support or an integrated service delivery approach. The level, type, and frequency of support is determined by the IEP Team. In addition to these supports, the district also offers a Communications Program in grades K-6. This program

provides support to students with intensive language/communication and learning needs. The program was originally offered to students in grades K-2; however, the program has been expanded to grades K-6 in order to provide consistency for our students who need this level of support.

Other strengths and highlights of the special education programs and services in Methacton School District include:

Strengths & Highlights:	Description:
Technology Use and Data Management	<p>"Parent Portal" technology application so that parents can easily access student grade information, contact teachers, check homework requirements, class projects, class averages, etc.</p> <p>Use of IEPWriter, a password protected special education network so that special education teachers, regular education teachers, principals, and counselors with a legitimate need have access to a student's IEP, including transition and behavior support interventions.</p> <p>The district also uses AIMSWeb as a progressing monitoring tool in grades K-12.</p> <p>Readworks.org for reading comprehension probes</p> <p>ALEKS (web-based math program)</p> <p>The district uses Performance Plus and PVAAS to analyzing student performance and growth data to target specific areas of need (district-wide and individual).</p> <p>Partnership with the Montgomery County Intermediate Unit (MCIU) to facilitate SETT meetings and follow-up action plans for Assistive technology needs.</p> <p>1:1 school environment (Chromebooks) in grades 7-12 and Google Classrooms</p> <p>On-going Analysis and Monitoring of Disciplinary and Suspension Data - New Student Information System - PowerSchool</p> <p>Use of the RISC system to report any restraints</p> <p>Monthly monitoring of compliance-related issues, such as case loads, time lines of evaluations and reevaluations, IEPs, and Penn Data/PIMS reporting.</p>

Data Collection	<p>The district adopted several assessment tools to collect benchmark data on each student throughout the school year: Dynamic Indicators of Basic Early Literacy Skills (DIBELS), STAR reader, Core Phonics, CDTs, GRADE, GMADE</p> <p>At the elementary level, the district continues to implement Response to Instruction and Intervention (RTII Model) to provide tier leveled instruction and on-going data collection, analysis, and progress monitoring of student performance.</p> <p>Analyzing Performance Plus & PVAAS data to ensure students are making progress toward their goals.</p> <p>Google Forms</p> <p>Student Information System - PowerSchool</p> <p>Child Study/IST/Data Team Meetings (K-12)</p> <p>K-12 Student Assistance Program (SAP)</p>
Behavioral Support Interventions	<p>A school-wide anti-bullying program is implemented at the elementary level. Skyview Upper Elementary school has been recognized as a National School of Character Counts. etc.... are implemented to support the social/emotional growth of our students.</p> <p>The district has formed a partnership with Central Behavioral Health to secure (4) master level mental health specialist for our schools. These therapists provide both individual and group counseling for our students (as delineated in the student's IEP), in all of our schools K-12.</p> <p>The district contracts with several ABA-agencies and/or Board-Certified Behavioral Analysts to conduct FBAs, develop PBSP, provide consultative support for staff, and offer suggestions and recommendations to the IEP team.</p> <p>The district also contracts with these agencies for ABA-trained aides when a student's behavioral needs warrant this type of support.</p> <p>Crisis Prevention Intervention (CPI) training for key personnel and the emotional support team.</p>

	<p>Expansion of SAP in grades K-6 - Ongoing consultations/support from our county SAP Coordinator - Carson Valley Children's Aid.</p>
Instructional Support Interventions	<p>Although the district offers a half-day kindergarten program, the IEP team will offer a full-day program kindergarten program if it is needed to provide FAPE for the student.</p> <p>Use of Itinerant Learning Support teachers to provide push-in support for students.</p> <p>Researched and evidence-based supplemental programs are available to support students in the areas of reading and math. These programs included: Foundations, Reading Horizons, Rave-O, Read Naturally, Wilson, READ180, System 44, Edmark, SRA Specific Skill Builders, Corrective Reading, Reading Mastery, Connecting Math Concepts, Teachtown, and SMARTS, ALEKS, and School-Connects.</p> <p>Community-Based Instruction (CBI) is provided for students in our AS and LSS programs to target daily living skills and to practice/generalize academic concepts and functional skills previously taught in a real-world setting. In addition, job coaching/shadowing and work experiences are available for our secondary students who need this type of vocational training and support.</p> <p>Related services are provided to students, if needed, so they can access the general education curriculum and the school environment. An integrated approach is used whenever possible to minimize the amount of time a student needs to be removed from the regular education classroom.</p> <p>Use of audio books, Google Classroom, podcasts</p> <p>Data teams meet on a regular basis to discuss the progress of individual students and evaluate the effectiveness of the instructional programs and interventions being used.</p>
Transition Services & Supports	<p>Collaboration with the Montgomery County Intermediate Unit (MCIU) during Early Intervention Transition Meetings so the appropriate evaluations and supports are provided to our incoming students as they</p>

	<p>enter school-age programs.</p> <p>Collaboration with the MCIU for job placement, vocational assessments, job coaching, vocational training and independent living skills</p> <p>Developing transition IEPs based on student's strengths, aptitudes, and interests — Utilizing Aptitude and Interest Inventories, and in accordance with Indicator 13 regulations.</p> <p>Teaching Self-Advocacy and Self-Determination Skills</p> <p>The district has a K-12 Career and College Counselor who provides guidance to our school counselors and further support transition planning.</p> <p>Use of Naviance in grades 6-12</p> <p>The district collaborates with the MCIU, community service agencies, and linkage providers to address the student's needs upon graduating from high school.</p> <p>In-House Vocational Class - Methacton Works</p> <p>Partners with North Montco Technical Career Center - VOWS program</p> <p>Bridges to College Programs through Montgomery County Community College</p> <p>Support for transitions between schools/grades (EI to K, 4 to 5, 6 to 7, 8 to 9)</p>
Paraprofessional Support	<p>The district employs instructional assistants to support special education teachers and our students with disabilities. They provide in-classroom support as needed so our students can be included in the general education classroom and also help to reinforce concepts and skills previously taught.</p> <p>Personal Care Assistants (PCAs) or ABA-trained Aides are provided as necessary based on data collection and the recommendations and decisions of the IEP team.</p> <p>All of our district's paraprofessionals are highly qualified (many of them hold teaching certificates), and</p>

	<p>they obtain the 20 hours of professional development training each year per the requirements of PDE.</p> <p>On-Line Professional Development Training - Safe Schools</p> <p>ABA -trained Aides are contracted through various agencies for students with significant behavioral needs, if this level of support is deemed necessary by the IEP team. A Board Certified Behavior Analyst provides supervision of the aides to ensure PBSP are being implemented with fidelity.</p>
Parental Involvement	<p>The district has maintained high levels of parent participation at IEP Meetings. Current data shows that 98% of parents are attending their child's IEP Meeting or other meetings held to discuss their child's progress and needs.</p> <p>The district encourages parents to volunteer in all of our schools/classrooms (K-12) so we can strengthen the home-school connection for our students.</p> <p>The district provides support, when requested, to the Special Education Alliance parent group.</p> <p>Parent Engagement opportunities are provided at various times throughout the school year for families and community members.</p>
Extended School Year Services	<p>The district offers/provides a variety of ESY programs that target academic, social and emotional skills for our students based on their specific needs and the recommendations of the IEP Team.</p> <p>Related Services Therapies are offered/provided during ESY if the IEP team has found the student to be eligible for these services.</p> <p>Social Skills, Vocational Training, College Readiness, Independent Living are other ESY offerings</p>
Other Strengths	<p>The district continues to provide professional development opportunities to administrators, supervisors of special education, both regular and special education teachers, pupil services clerical personnel, and our paraprofessionals.</p> <p>The district contracts with the MCIU to oversee</p>

	<p>our ACCESS billing so we can seek reimburse for allowable expenses. All monies received are used to support the district's special education programs and services.</p> <p>The district collaborates with the MCIU and other Approved Private Schools (APS) to determine if other programs are available for our students who require more intensive supports. If so, these placements are discussed with the IEP team and visits to these schools/classrooms are arranged prior to making any change in placement.</p> <p>The Director of Pupil Services and Supervisors of Special Education continue to conduct research to improve and enhance our special education programs, supports, and services.</p> <p>Frequent communication between district and building level administration allows for discussion related to our special education programs and the needs of our students.</p> <p>Online Professional Development Training for staff - Safe Schools</p> <p>Supervisor of Professional Development and Continuous Improvement to ensure trainings and offerings align to the needs of our administrators, teachers and support staff.</p> <p>Provisions for Service Animals (Dogs) for students who require this type of support and extensive coordination with families to ensure appropriate handling and implementation.</p>
--	---

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
St. Gabriel's Hall	Nonresident	Montgomery County Intermediate Unit	47
Montgomery County Prison	Incarcerated	Methacton School District	14

Least Restrictive Environment Facilities

Facility Name	Type of Facility	Type of Service	Number of Students Placed
Camphill Special School	Approved Private Schools	Life Skills Support	1
Elwyn/Davidson School	Approved Private Schools	Emotional Support/Autistic Support	2
Devereux/Kanner Center	Approved Private Schools	Emotional Support	1
Lakeside School	Other	Emotional Support	5
The Academy Alternative School	Other	Emotional Support	1
Vanguard School	Approved Private Schools	Autistic Support	2
The Pathway School	Approved Private Schools	Emotional Support	2
Lincoln Academy	Approved Private Schools	Emotional Support	7
Overbrook School for the Blind	Approved Private Schools	Blindness	1
The Woods School	Approved Private Schools	Autistic Support	1
Melmark School	Approved Private Schools	Multiple Disabilities Support	1
Silver Spring/Martin Luther School	Approved Private Schools	Emotional Support	1
Explorations PHP	Approved Private Schools	Emotional Support	2

Special Education Program Profile

Program Position #1

Operator: School District

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	15 to 19	17	1
Locations:				
Methacton High School	A Senior High 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
Itinerant	Learning Support	15 to 19	15	1
Locations:				
Methacton High School	A Senior High 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
Itinerant	Learning Support	15 to 19	17	1
Locations:				
Methacton High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #4

Operator: School District

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 16	17	1
Locations:				
Methacton High School	A Senior High 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
Itinerant	Learning Support	14 to 18	17	1
Locations:				
Methacton High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #6

Operator: School District

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 17	16	1
Locations:				
Methacton High School	A Senior High 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	Learning Support	15 to 19	17	1
Locations:				
Methacton High School	A Senior High School Building	A building in which General Education programs are operated		

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

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	15 to 18	17	1
Locations:				
Methacton High School	A Senior High 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	Learning Support	14 to 17	17	1
Locations:				
Methacton High School	A Senior High School Building	A building in which General Education programs are operated		

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

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	15 to 18	17	1
Locations:				
Methacton High School	A Senior High School Building	A building in which General Education programs are operated		

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

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	15 to 19	16	1
Locations:				

Methacton High School	A Senior High School Building	A building in which General Education programs are operated		
-----------------------	-------------------------------	---	--	--

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

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 17	14	1
Locations:				
Methacton High School	A 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
Itinerant	Learning Support	15 to 19	18	1
Locations:				
Methacton High School	A Senior High School Building	A building in which General Education programs are operated		

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

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	15 to 18	18	1
Locations:				
Methacton High School	A Senior High School Building	A building in which General Education programs are operated		

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

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Autistic Support	17 to 21	4	1
Locations:				
Methacton High School	A 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
Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	15 to 17	10	1
Locations:				
Methacton High School	A 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%)	Life Skills Support	18 to 21	9	1
Locations:				
Methacton High School	A Senior High School Building	A building in which General Education programs are operated		

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

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	12 to 14	16	1
Locations:				
Arcola Intermediate School	A Junior High School Building	A building in which General Education programs are operated		

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

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	12 to 14	16	1
Locations:				
Arcola Intermediate School	A Middle School Building	A building in which General Education programs are operated		

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

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	12 to 14	16	1
Locations:				
Arcola Intermediate School	A Junior 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	12 to 13	16	1
Locations:				
Arcola Intermediate School	A Junior High 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 14	13	1
Locations:				
Arcola Intermediate 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
Itinerant	Learning Support	13 to 15	15	1
Locations:				
Arcola Intermediate 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
Itinerant	Learning Support	13 to 15	15	1
Locations:				
Arcola Intermediate School	A Middle School Building	A building in which General Education programs are operated		

Program Position #25 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: 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	Emotional Support	13 to 14	15	1
Locations:				
Arcola Intermediate School	A Middle 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%)	Autistic Support	13 to 15	8	1
Locations:				
Arcola Intermediate School	A Middle School Building	A building in which General Education programs are operated		

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

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	13 to 15	8	1
Locations:				
Arcola Intermediate 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
Itinerant	Learning Support	10 to 11	7	1
Locations:				
Skyview Upper 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	11 to 11	7	1
Locations:				
Skyview Upper 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
Itinerant	Learning Support	10 to 11	9	1
Locations:				
Skyview Upper 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
-----------------	------------------	-----------	----------	-----

Itinerant	Learning Support	10 to 11	10	1
Locations:				
Skyview Upper Elementary School	An Elementary 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%)	Life Skills Support	10 to 11	4	1
Locations:				
Skyview Upper Elementary School	An Elementary School Building	A building in which General Education programs are operated		

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

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Autistic Support	10 to 12	8	1
Locations:				
Skyview Upper Elementary School	An Elementary 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	11 to 12	13	1
Locations:				
Skyview Upper Elementary School	An Elementary School Building	A building in which General Education programs are operated		

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

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	11 to 12	15	1
Locations:				
Skyview Upper Elementary School	An Elementary 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%)	Learning Support	11 to 13	9	1

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

Program Position #38*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	5	1
Locations:				
Skyview Upper Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #39*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	6	1
Locations:				
Skyview Upper Elementary School	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	6 to 8	5	1
Locations:				
Arrowhead Elementary School	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	6 to 9	6	1
Locations:				
Arrowhead Elementary School	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%)	Learning Support	8 to 11	5	1
Locations:				
Arrowhead Elementary School	An Elementary School Building	A building in which General Education programs are operated		

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

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

Program Position #47 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* ClassandPosition*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%)	Learning Support	5 to 8	8	0.5
Locations:				
Arrowhead Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	5 to 8	8	0.5
Locations:				
Woodland Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #48 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* ClassandPosition*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%)	Learning Support	7 to 10	14	0.5

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

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	7 to 10	8	0.5
Locations:				
Worcester Elementary School	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	5 to 8	13	1
Locations:				
Eagleville Elementary School	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	9 to 12	18	1
Locations:				
Eagleville Elementary School	An Elementary School Building	A building in which General Education programs are operated		

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

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

Program Position #53*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	9 to 12	4	1
Locations:				
Woodland Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #54*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	7	1
Locations:				
Woodland Elementary School	An Elementary School Building	A building in which General Education programs are operated		

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

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	9 to 12	14	1
Locations:				
Woodland Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #57*Operator: School District***PROGRAM SEGMENTS**

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

Program Position #58*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 12	14	1
Locations:				
Worcester Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #59 - Proposed Program*Operator: School District***PROPOSED PROGRAM INFORMATION***Type: ClassandPosition**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	Emotional Support	6 to 9	5	1
Locations:				
Arrowhead Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #60 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Class*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	Emotional Support	7 to 10	6	1
Locations:				
Eagleview Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #61 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* ClassandPosition*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	Emotional Support	7 to 10	7	1
Locations:				
Worcester Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #62 - 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
Itinerant	Emotional Support	7 to 10	8	1
Locations:				
Woodland Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Special Education Support Services

Support Service	Location	Teacher FTE
Supervisor of Special Education - Grades K-4	Arrowhead, Eagleville, Woodland, and Worcester Elementary Schools	1
Supervisor of Special Education - Grades 5-8	Skyview Upper Elementary/Arcola Intermediate School	1
Certified School Psychologist	District Wide	4
Instructional Assistants	Elementary Level	22
Instructional Assistants	Secondary Level	25
Personal Care Aides	Elementary Level	14
Personal Care Aides	Secondary Level	12
Home and School Visitor	District-Wide	1
Director of Pupil Services	District Wide	1
Occupational Therapist	Elementary Level	1
Supervisor of Special Education - Grades 9-12	Methacton High School	1

Special Education Contracted Services

Special Education Contracted Services	Operator	Amt of Time per Week
School Psychology	Outside Contractor	2 Days
Physical Therapy	Outside Contractor	5 Days
Occupational Therapy	Outside Contractor	5 Days
Board Certified Behavioral Analyst/Specialist Services	Outside Contractor	5 Days
Mental Health Specialists	Outside Contractor	5 Days
Wilson Reading Instruction	Outside Contractor	5 Days
Transportation	Outside Contractor	5 Days
ABA Services	Outside Contractor	5 Days

Needs Assessment

Record School Patterns

Question:

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

What other information do you still need to assess?

Answer:

This question has not been answered.

District Accomplishments

Accomplishment #1:

There is a strong sense of pride in the Methacton School District from students, parents, staff, and community. The sense of community is evident across all schools through parental involvement in a variety of school programs and partnerships, and through a demonstration of strong support from the Methacton Education Foundation.

Accomplishment #2:

Through the development of the position of Supervisor for Professional Learning and Continuous Improvement, the district has maintained a focus on providing a more comprehensive and differentiated professional development program to address the individual needs of the professional and administrative staff in order to support the implementation of district goals.

Accomplishment #3:

Since 2014, district administrators and teaching staff have worked to bring alignment with the PA Core Standards across all core subjects areas with regard to curriculum, instruction, and assessment, as well as materials and resources.

Accomplishment #4:

The district has completed a rollout of 1:1 Chromebooks, putting the devices in the hands of every student in grades 7-12. As a result, K-6 students also have greater access to technology through additional laptop and iPad carts that have been made available to them.

Accomplishment #5:

Methacton High School was ranked 27th in the state of Pennsylvania according to a national report by *Newsweek Magazine* in 2018 and has received the AP District Honor Roll recognition multiple times, as is evident by a recent Collegeboard report, based on three years of AP data between 2015-2017.

Accomplishment #6:

The district has made K-12 career readiness a priority, as is evident through the institution of a K-12 Career Counselor since 2017.

Accomplishment #7:

To support a focus on establishing K-12 STEM programming, the district has partnered with Wilkes University to offer professional staff and opportunity to add a STEM Endorsement to their certifications.

Accomplishment #8:

Methacton School District has consistently maintained levels of achievement above the state average across all grade levels in math, reading, and science as evidenced by performance on the state assessments (PSSA and Keystone Exams).

District Concerns

Concern #1:

There is a need to identify and implement best practices for continuing to grow proficient and advanced students in their learning.

Concern #2:

There is a need to develop consistent protocols for data review across grade levels and subject areas in order for teachers to be able to address specific student needs.

Concern #3:

Due to increasing changes in student needs, there is an on-going need to improve strategies for differentiating instruction.

Prioritized Systemic Challenges

Systemic Challenge #1 (*Guiding Question #2*) Establish a district system that fully ensures the consistent implementation of effective instructional practices across all classrooms in each school.

Aligned Concerns:

Due to increasing changes in student needs, there is an on-going need to improve strategies for differentiating instruction.

There is a need to develop consistent protocols for data review across grade levels and subject areas in order for teachers to be able to address specific student needs.

There is a need to identify and implement best practices for continuing to grow proficient and advanced students in their learning.

Systemic Challenge #2 (*Guiding Question #1*) Establish a district system that fully ensures consistent implementation of standards aligned curricula across all schools for all students.

Systemic Challenge #3 (*Guiding Question #3*) Establish a district system that fully ensures staff members in every school use standards aligned assessments to monitor student achievement and adjust instructional practices.

Aligned Concerns:

Due to increasing changes in student needs, there is an on-going need to improve strategies for differentiating instruction.

There is a need to identify and implement best practices for continuing to grow proficient and advanced students in their learning.

District Level Plan

Action Plans

Goal #1: Establish a district system that fully ensures consistent implementation of standards aligned curricula across all schools for all students.

Related Challenges:

- Establish a district system that fully ensures staff members in every school use standards aligned assessments to monitor student achievement and adjust instructional practices.

Indicators of Effectiveness:

Type: Interim

Data Source: Local, Benchmark, Diagnostic, Summative, and Formative Assessments, along with Planned Course Curriculum Documents.

Specific Targets: To meet or exceed all achievement and growth level measurements

Strategies:

Curriculum Mapping

Description: A curriculum map is a working document that illustrates exactly what is taking place in classrooms. Maps reveal what is being taught over the course of a year, within a unit of study, and even down to a specific lesson. Often, a map for a lesson will include essential questions, the content that will be covered, skills students will demonstrate if they understand the content, assessments, and activities. (Sources: [Getting Results with Curriculum Mapping](#))

SAS Alignment: Curriculum Framework

Implementation Steps:

Curricula Alignment - PA Core

Description:

Regularly analyze the district Curriculum Revi

Review Cycle to refine and align curricula at scheduled intervals for consistency in all courses and content areas, K-12.

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

Program Area(s):

Supported Strategies:

- Curriculum Mapping

Goal #2: Establish a district system that fully ensures the consistent implementation of effective instructional practices across all classrooms in each school.

Related Challenges:

- Establish a district system that fully ensures staff members in every school use standards aligned assessments to monitor student achievement and adjust instructional practices.

Indicators of Effectiveness:

Type: Interim

Data Source: Planned Course Curriculum Documents, administrative walk-throughs and observations aligned with the Danielson Framework

Specific Targets: Aligned curricular documents K-12; increased levels of proficiency with instructional strategies in Domain 3

Strategies:

Curriculum Mapping

Description: A curriculum map is a working document that illustrates exactly what is taking place in classrooms. Maps reveal what is being taught over the course of a year, within a unit of study, and even down to a specific lesson. Often, a map for a lesson will include essential questions, the content that will be covered, skills students will demonstrate if they

understand the content, assessments, and activities. (Sources: [Getting Results with Curriculum Mapping](#))

SAS Alignment: Curriculum Framework

Instructional Coaching: The Principles of Partnership

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

SAS Alignment: Instruction

Increased Quality Instructional Time

Description: Changes in instructional time do not generally increase or decrease student achievement, unless such changes go beyond unusually low, or high, amounts of time. Curriculum and instructional quality appear to have a much greater effect on achievement than do total hours of instructional time. The addition of high-quality teaching time is of particular benefit to certain groups of students, such as low-income students and others who have little opportunity for learning outside of school. (Sources: <http://www.ascd.org/publications/researchbrief/v3n10/toc.aspx> , and <http://www.educationsector.org/publications/clock-rethinking-way-schools-use-time>)

SAS Alignment: Instruction, Safe and Supportive Schools

Implementation Steps:

Instructional Strategies

Description:

Consistent implementation of district-supported instructional strategies.

Ensure all staff participating in curriculum review have a depth of understanding regarding research-based instructional strategies, differentiated instruction, formative and summative assessments.

Start Date: 7/1/2015 **End Date:** 6/30/2022

Program Area(s): Professional Education

Supported Strategies:

- Instructional Coaching: The Principles of Partnership
- Curriculum Mapping
- Increased Quality Instructional Time

Goal #3: Establish a district system that fully ensures staff members in every school use standards aligned assessments to monitor student achievement and adjust instructional practices.

Indicators of Effectiveness:

Type: Interim

Data Source: Common assessments, defined processes and intervention strategies, local and state assessments

Specific Targets: Development of common assessments; improvement in student achievement and growth as reflected in local and state assessments, and periodic checks on effectiveness of intervention system

Strategies:

Common Assessment within Grade/Subject

Description: WWC reports the effective use of data can have a positive impact upon student achievement; using common assessments to inform teacher practice is one such use of data. (Source: http://ies.ed.gov/ncee/wwc/pdf/practice_guides/dddm_pg_092909.pdf?) Teacher Moderation: Collaborative Assessment of Student Work and Common Assessments provide detailed looks at the development and use of common assessments. (Sources: http://www.edu.gov.on.ca/eng/literacynumeracy/inspire/research/Teacher_Moderation.pdf and Common Assessments: Mike Schmoker. (2006) Results Now: How We Can Achieve Unprecedented Improvements in Teaching and Learning. Alexandria, Va.: ASCD.) Resource: <http://effectivestrategies.wiki.caiu.org/Assessment>

SAS Alignment: Assessment, Instruction

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

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

SAS Alignment: Assessment, Instruction

Differentiating Instruction

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

SAS Alignment: Instruction

Implementation Steps:

Standards Aligned Assessments

Description:

Consistent use of standards aligned assessments to monitor student achievement and adjust instructional practices.

Teachers administer common assessment and regularly review data from both formative and summative assessments to adjust instructional practices.

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

Program Area(s): Professional Education

Supported Strategies:

- Common Assessment within Grade/Subject
- Data Analysis Procedures, Data-Informed Instruction, Data Teams & Data Warehousing
- Differentiating Instruction

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
School Whole Group Presentation
Department Focused Presentation

Participant Roles

Classroom teachers
Principals / Asst. Principals
New Staff
Other educational specialists

Grade Levels

Elementary - Primary (preK - grade 1)
Elementary - Intermediate (grades 2-5)
Middle (grades 6-8)
High (grades 9-12)

Follow-up Activities

Team development and sharing of content-area lesson implementation outcomes, with

Evaluation Methods

Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and

involvement of administrator and/or peers

Analysis of student work, with administrator and/or peers

Lesson modeling with mentoring

Joint planning period activities

standards, classroom environment, instructional delivery and professionalism.

Student PSSA data

Standardized student assessment data other than the PSSA

Classroom student assessment data

LEA Goals Addressed:	Establish a district system that fully ensures the consistent implementation of effective instructional practices across all classrooms in each school.	Strategy #1: Instructional Coaching: The Principles of Partnership Strategy #2: Curriculum Mapping Strategy #3: Increased Quality Instructional Time
-----------------------------	--	---

Start	End	Title	Description					
			Consistent implementation of district-supported instructional strategies.					
7/1/2015	6/30/2022	Instructional Strategies	Ensure all staff participating in curriculum review have a depth of understanding regarding research-based instructional strategies, differentiated instruction, formative and summative assessments.					
		Person Responsible	SH	S	EP	Provider	Type	App.
		Director of Curriculum, Instruction, and Assessment	2.0	20	25	Methacton School District/IU	School Entity	No

Knowledge

Professional Staff will receive training to improve their differentiated instructional strategies, a better understanding of the use of formative assessments, and an increased knowledge of assessment literacy.

Supportive Research

Differentiated Instruction research, best practices with regard to formative and summative assessments

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.

Training Format

Series of Workshops
Department Focused Presentation
Professional Learning Communities

Participant Roles

Classroom teachers
Paraprofessional
Related Service Personnel

Grade Levels

Elementary - Primary (preK - grade 1)
Elementary - Intermediate (grades 2-5)
Middle (grades 6-8)
High (grades 9-12)

Follow-up Activities	<p>Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers</p> <p>Analysis of student work, with administrator and/or peers</p> <p>Creating lessons to meet varied student learning styles</p> <p>Peer-to-peer lesson discussion</p> <p>Joint planning period activities</p>	Evaluation Methods	<p>Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.</p> <p>Standardized student assessment data other than the PSSA</p> <p>Classroom student assessment data</p>
-----------------------------	--	---------------------------	--

LEA Goals Addressed:		Establish a district system that fully ensures staff members in every school use standards aligned assessments to monitor student achievement and adjust instructional practices.	Strategy #1: Common Assessment within Grade/Subject Strategy #2: Data Analysis Procedures, Data-Informed Instruction, Data Teams & Data Warehousing Strategy #3: Differentiating Instruction
Start	End	Title	Description
7/1/2015	6/30/2018	Standards Aligned Assessments	Consistent use of standards aligned assessments to monitor student achievement and adjust instructional practices. Teachers administer common assessment and regularly review data from both formative and summative assessments to adjust instructional practices.

Person Responsible	SH	S	EP	Provider	Type	App.
Director of Curriculum, Instruction, and Assessment	2.0	12	30	Methacton School District	School Entity	No

Knowledge

Reviewing assessments for standards alignment will allow teachers to make instructional adjustments where necessary and evaluate the impact on student achievement.

Access to the materials and resources available on the SAS website can help support teachers' ability to make instructional adjustments

Supportive Research

Standards Aligned System - 6 elements of Student Achievement: Standards, Curriculum Framework, Instruction, Assessment, Materials and Resources, Safe and Supportive Schools

Designed to Accomplish

For classroom teachers, school counselors and education specialists:

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

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

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

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

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

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	School Whole Group Presentation Department Focused Presentation	Grade Levels	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
Participant Roles	Classroom teachers Principals / Asst. Principals	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
Follow-up Activities	Analysis of student work, with administrator and/or peers Creating lessons to meet varied student learning styles Joint planning period activities		

District Level Affirmations

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

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

No signature has been provided

Board President

No signature has been provided

Superintendent/Chief Executive Officer

Special Education Affirmations

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

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

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

Affirmed by Kim Aubrey-Larcinese on 4/30/2018

Board President

Affirmed by David Zerbe on 4/27/2018

Superintendent/Chief Executive Officer