Coatesville Area SD

District Level Plan

07/01/2020 - 06/30/2023

District Profile

Demographics

3030 CG Zinn Rd
Thorndale, PA 19372
(610)466-2400
Superintendent: Dr. Cathy Taschner
Director of Special Education: Lisa Hauswirth

Planning Process

The Coatesville Area School District continues to move forward towards a transformative teaching and learning environment. During the 2018-2019 school year the district's administrative team collectively worked on completing the required components of the district's comprehensive plan. The required portions of the plan for this review cycle were the special education plan, professional development and induction plan and the safe and supportive schools plan. In addition to completing the required portions of the planning process, the district held meetings with community members, business partners, teachers, curriculum committee participants, consultants, intermediate unit partners, and university partners throughout the year. The information from the meetings with community and business partners was incorporated into the district plan. This form of reaching out into the community provided valuable and rich information from a large group of constituents, not all of whom are named in the report.   Small subgroups of teachers, parents and community members also met to develop the Special Education plan. Similarly, small groups of teachers and administrators met regularly, and new teachers provided valuable information on induction processes.

Mission Statement

The Mission of the Coatesville Area School District, rich in diversity and committed to excellence, is to create innovative educational experiences which are funded by the taxpayers, supported by the community, delivered by dedicated teachers and administrators, to ensure all students will become responsible, contributing global citizens.

Vision Statement

The Coatesville Area School District, a leader in the educational community, views each student's academic and personal growth as an investment in the future. Graduates will be empowered to make choices that ensure positive contributions to society.

Shared Values

The Coatesville Area School District Shares the Following Values:

- **We believe in a holistic educational approach focused on high expectations, perseverance and resilience, which promotes personal growth, social responsibility, and a strong work ethic.**

- **We believe a structure of clear, consistent universal principles and expectations that are communicated and reinforced will create a productive learning community.**

- **We believe that the unique diversity of the Coatesville Area School District is an asset that will empower our students to excel as empathetic and socially aware members of a 21st century global society.**

- **We believe the educational success of a child is founded on integrity and is a shared responsibility that requires commitment from students, parents, teachers, administrator and the community.**

- **We believe that all individuals can be successful learners when high expectations are upheld by school students, parents, and the community.**

- **We believe literacy is foundational and that all students can and will read on grade level by 3rd grade.**

- **We believe the continual review and revision of curriculum by students and staff, with input from industry level professionals from the community and greater community is necessary to prepare students for success in an ever-changing global society.**

- **We believe that fostering relationships built on trust is necessary for students to have a sense of individual value and purpose.**

Educational Community

The Coatesville Area School District encompasses an area of 75 square miles and is located in the northwestern section of historic Chester County. Chester County is a diverse county that includes

urban, suburban, and rural areas, ranging from rather densely populated, industrial areas, to fertile, rolling farmlands. The school district is comprised of nine municipalities. They are Caln, East Fallowfield, Sadsbury, Valley, West Brandywine, and West Caln Townships, South Coatesville and Modena boroughs, and the city of Coatesville. The median family income is $71,179.

The District is committed to providing an excellent education for students and educates over 6,000 students per year, from pre-kindergarten to 12th grade in five elementary schools, three middle schools, two high schools, one cyberschool and special education out of district placements. The District provides a rigorous elementary education that provides challenging research-based instruction in the core content areas and uses highly acclaimed resources such as the Units of Study from the Teacher's College of Columbia University, Words Their Way, Inverzinni, Baer & Templeton, EveryDay Mathematics from University of Chicago, and hands on science instruction with Foss Science from the University of California, Berkley. Elementary students all participate in scientific experiment and research during the school day. From class experiments to the 5th grade solar car development, students present their research in the District wide science fair which hosts hundreds of projects and is judged by scientists from Lockheed Martin. Elementary students benefit from instruction in the arts, music, library and physical education. In addition, elementary students enjoy a number of afterschool opportunities such as: garden club, robotics, safeties, student council and Spanish club. In addition to the many academic opportunities in the elementary programs, students enjoy caring, compassionate classrooms and learn to spread Coatesville Kindness. Students begin each day with participation in the school-wide core practice of the MindUP program and breakfast in the classroom.

Middle school students also benefit from a challenging academic program that includes college preparatory mathematics for all students beginning in sixth grade. Middle school students also receive three years of world language instruction in preparation for the high school program. The middle schools offer pre-advanced placement courses from the college board in social studies and science and utilizes the Units of Study resources from the Teacher's College of Columbia University. Middle School students participate in E-Cyber Mission, a scientific research process that is funded by the US Army. Students present their research in the District and County Science fairs, as well as in the Army competition. In addition to core instruction, middle school students also benefit from dedicated STEM instruction, instruction in Art, Chorus, Orchestra, Band, Family Consumer Science and Health and Physical Education. Middle School students also participate in after school programming that includes: intramurals, PIAA athletics, Art club, Student Council, Yearbook, National Junior Honor Society, AFJROTC and Theater Arts. The middle school students also participate in the core practice of the MindUP program and breakfast in the classroom.

Coatesville Area School District high school students benefit from superior educational opportunities at the high school campus. The Coatesville High School has a strong advanced placement program that has been named on the Advanced Placement Honor Roll by the College Board. The high school offers 19 Advanced Placement courses to high school students and students are offered the opportunity to participate in dual enrollment in college courses. These courses include opportunities with prominent ALS researchers from the University of Pittsburgh, Brain

Institute where students participate in the latest research in neuroscience. Student also benefit from the opportunity to dual enroll in the pathway programs with Delaware Community College in which students can earn an associate's degree before leaving high school. Graduates from the Coatesville Area Senior High School (CASH) boast acceptance to institutions of higher learning such as Yale University, Cornell University, Harvard University, Auburn University, Ohio University, Syracuse University, Villanova University, University of Alabama, University of South Carolina, Old Dominion University, Lebanon Valley College, Lehigh University, New York University and many more. The Coatesville Area Senior High School was recently listed in the top 100 schools for SAT performance in South Eastern Pennsylvania. In addition to a rigorous academic program, the high school offers a wide array of visual arts classes, provides students opportunity to study in four different world languages, and has an excellent music education program that extends to a state championship marching band. In addition to co-curricular activities such as the marching band, the high school is also home to a highly decorated AFJROTC program that provides leadership and service to the student body and community. The high school is also widely recognized for the outstanding athletic achievement of students. The high school offers 16 different athletic opportunities for students and the athletic program was ranked 4th out of 498 in Pennsylvania and 66th out of 10,811(Nationally) in athletic programs by NICHE. The community rallies around the athletic accomplishments of the Coatesville high school young women and men. The high school also encourages leadership opportunities for students and is proud of the S.P.I.R.I.T program. The program is a student led and student run problem solving leadership team that is supported through a program instituted by the Department of Justice.

The district has dedicated significant resources to providing new technology to students and staff. Each staff member is issued a laptop and students benefit from the use of Chromebooks in every classroom. The district has upgraded access in and now has wireless access in all buildings. The District is moving from classroom laptop resources to a 1:1 computer program K-12 starting in the Fall of 2019.   K-12 curriculum teams continue to choose curriculum resources that are accessible to students and parents from home. Online courses are also available to students and provide opportunity for enrichment, acceleration or remediation when needed.

The business district of the community is comprised of a variety of corporations and small businesses. The District maintains strong partnerships with local businesses and community groups. These relationships result in increased opportunities for students and families. The Arcelor Mittal Steel manufacturing plant provides grant opportunities to schools within the District that result in STEM opportunities, new computers, and robotics programs. Similarly, the District benefits from community partnerships with Sikorsky Aircraft Corporation, The Boy Scout Learning for Life program, Chester County Futures, Young Men and Women in Charge (YMWIC), Boys Inc. and G3, Coatesville Kids to College, The Coatesville Youth Initiative, as well as the Brandywine Health Foundation and the Huston Foundation. The many community partners provide after school programming as well as post-secondary and college support for students and families.

Planning Committee

Name	Role
Dr. Kimberly Donahue	Administrator : Professional Education
Jason Palaia	Administrator : Professional Education
Dr. Cathy Taschner	Administrator : Professional Education Special Education
Henry Assetto	Board Member
Nikki Celotto	Building Principal : Professional Education
Brian Chenger	Building Principal : Professional Education
Shannon Downing	Building Principal : Professional Education
Mike Fierras	Building Principal : Professional Education
Dr. Linda Giles	Building Principal : Professional Education
Dr. Chris Jahnke	Building Principal : Professional Education
Steven Lefever	Building Principal : Professional Education
Joe MacNamara	Building Principal : Professional Education
Cliff Maloney	Building Principal : Professional Education
Lynn Mancinelli	Building Principal : Professional Education
Heather Messenger	Building Principal : Professional Education
Dr. Bridgette Miles	Building Principal : Professional Education
Dr. Tony Oyola	Building Principal : Professional Education
Rebecca Richardson	Building Principal : Professional Education
Dr. Eugenia Roberts	Building Principal : Professional Education
Eileen Rudisill	Building Principal : Professional Education
Allison Shimon	Building Principal : Professional Education
Melissa Willis	Building Principal : Professional Education
Only one member of the business community applied to participate in the Comprehensive Planning Process.	Business Representative : Professional Education
Joe Hutton	Business Representative : Professional Education
David Czeponis	Community Representative : Professional Education
Jodi Dill	Community Representative : Special Education
Barbara Liberi	Community Representative : Special Education
Jill Santiago	Community Representative : Professional Education Special Education
Darian Smith	Ed Specialist - Home and School Visitor : Professional Education
Becky Kohr	Ed Specialist - Other : Professional Education
Jenn Marvil	Ed Specialist - Other : Professional Education

Meghan Monahan	Ed Specialist - Other : Professional Education
Hillory Rusnak	Ed Specialist - Other : Professional Education
John Auberzinsky	Elementary School Teacher - Regular Education : Professional Education
Jay Dainty	Elementary School Teacher - Regular Education : Professional Education
Audrey Monte	Elementary School Teacher - Regular Education : Professional Education
Michelle Ollis	Elementary School Teacher - Regular Education : Professional Education
Gwenn Quinn	Elementary School Teacher - Regular Education : Professional Education
Veronica Rainer	Elementary School Teacher - Regular Education : Special Education
Paula Sirna	Elementary School Teacher - Regular Education : Professional Education
Tori Van Horn	Elementary School Teacher - Special Education : Professional Education
Dennis Arms	High School Teacher - Regular Education : Professional Education
Brian Cotter	High School Teacher - Regular Education : Professional Education
Kristin DelGrippo	High School Teacher - Regular Education : Professional Education
Dr. Lisa Doan-Harley	High School Teacher - Regular Education : Professional Education
Debbie Herman	High School Teacher - Regular Education : Professional Education
Brenda George	High School Teacher - Special Education : Professional Education Special Education
Heather Mochulski	Middle School Teacher - Regular Education : Professional Education
Karen Smith	Middle School Teacher - Regular Education : Professional Education
Jessica Jakatt	Middle School Teacher - Special Education : Special Education
Katie Brasten	Parent
Peggy Frandolig	Parent
Jill Hammond	Parent
Allison Hopkins	Parent

Gwen Koch	Parent : Special Education
Liz Muirhead	Parent : Professional Education
Stacy Vancovia	Parent
Michelle Whitman	Parent
Karen Wildauer	Parent
Deb Willett	Parent : Special Education
Lyryn Yacoe	Parent : Professional Education
Lisa Hauswirth	Special Education Director/Specialist : Professional Education Special Education
Rita Perez	Student Services Director/Specialist

Core Foundations

Standards

Mapping and Alignment

Elementary Education-Primary Level

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

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

Since the 2014-2015 school year the District has been systematically and intentionally reviewing and focusing curriculum, teaching and learning. After a review of existing curriculum, curriculum resources, and curriculum conversations, the District saw the need to create an actual curriculum cycle and a mechanism for engaging multiple teachers and all administrators in the process. The result was the institution of K-12 curriculum committees that meet to examine content standards, best pedagogical practices and research-based interventions. The work of the committees has resulted in the implementation of a new math curriculum K-5 in all elementary schools. The committee for Art has also revised and re-aligned the art curriculum. The new K-5 language arts curriculum has been implemented with writing being introduced this year. This includes resources for students with

disabilities and English learners and literacy in the content areas. The District is currently developing social studies, science, and their associated curricula. Related arts teachers continue to meet and refine their curricula.

Elementary Education-Intermediate Level

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

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

Since the 2014-2015 school year the District has been systematically and intentionally reviewing and focusing curriculum, teaching and learning. After a review of existing curriculum, curriculum resources, and curriculum conversations, the District saw the need to create an actual curriculum cycle and a mechanism for engaging multiple teachers and all administrators in the process. The result was the institution of K-12 curriculum committees that meet to examine content standards, best pedagogical practices and research based interventions. The work of the committees has resulted in the implementation of a new math curriculum K-5 in all elementary schools. The committee for Art has also revised and re-aligned the art curriculum. The new K-5 language arts curriculum has been implemented with writing being introduced this year. This includes resources for students with disabilities and English learners and literacy in the content areas. The District is currently developing social studies, science, and their associated curricula. Related arts teachers continue to meet and refine their curricula.

Middle Level

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

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

Since the 2014-2015 school year the District has been systematically and intentionally reviewing and focusing on curriculum, teaching and learning. After a review of existing curriculum, curriculum resources, and curriculum conversations, the District saw the need to create an actual curriculum cycle and a mechanism for engaging multiple teachers and all administrators in the process. The result was the institution of K-12 curriculum committees that meet to examine content standards, best pedagogical practices and research based interventions. The work of the committee has resulted in the implementation of a new math curriculum K-Geometry in all middle schools. The committee for Art has also revised and re-aligned the art curriculum. The Language Arts curriculum has been implemented with writing being introduced this spring. This has included the English as a Second Language teachers and will also include literacy in the content areas. The World Language teachers have met and continue to revise curriculum for the 6-8 programming. The Health and Physical Education teachers have also met and will continue to meet. The Special Education teachers are participants on the curriculum committees and special education needs are addressed in each content area and committee. Social studies and science curricula are under development for fall 2019 implementation.

High School Level

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

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

Since the 2014-2015 school year the District has been systematically and intentionally reviewing and focusing on curriculum, teaching and learning. After a review of existing curriculum, curriculum resources, and curriculum conversations, the District saw the need to create an actual curriculum cycle and a mechanism for engaging multiple teachers and all administrators in the process. The result was the institution of K-12 curriculum committees that meet to examine content standards, best pedagogical practices and research-based interventions. The work of the committee has resulted in the implementation of a new math curriculum K-Geometry in all high schools. The committee for Art has also revised and re-aligned the art curriculum. The Language Arts curriculum committee has also begun work on a comprehensive review and realignment. This has included the English as a Second Language teachers and will also include literacy in the content areas. The World Language teachers have met and continue to revise curriculum for the 6-8 programming. The Health and Physical Education teachers have also met and will continue to meet. The Special Education teachers are participants on the curriculum committees and special education needs are addressed in each content area and committee Social studies, science, and their associated curricula are currently under development.

Adaptations

Elementary Education-Primary Level

Checked answers

- Arts and Humanities
- PA Core Standards: English Language Arts
- PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects
- PA Core Standards: Mathematics
- Environment and Ecology
- Geography
- Health, Safety and Physical Education
- History
- Science and Technology and Engineering Education

Unchecked answers

> None.

Elementary Education-Intermediate Level

Checked answers

- Arts and Humanities
- PA Core Standards: English Language Arts
- PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects
- PA Core Standards: Mathematics
- Environment and Ecology
- Geography
- Health, Safety and Physical Education
- History
- Science and Technology and Engineering Education

Unchecked answers

> None.

Middle Level

Checked answers

- Arts and Humanities
- PA Core Standards: English Language Arts
- PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects
- PA Core Standards: Mathematics
- Environment and Ecology
- Geography
- Health, Safety and Physical Education
- History
- Science and Technology and Engineering Education

Unchecked answers

None.

High School Level

Checked answers

- Arts and Humanities
- PA Core Standards: English Language Arts
- PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects
- PA Core Standards: Mathematics
- Environment and Ecology
- 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 District uses the PA Standards as the minimum expectations for students and creates curriculum that exceeds the standards in depth and breadth. In addition to an overall increase in the rigor of curriculum being developed, the District offers programs of acceleration for students as appropriate. Middle School students will benefit from pre advanced placement courses, high school students benefit from honors and advanced placement courses. Elective classes exceed the minimum standard as outlined by the state.

Curriculum

Planned Instruction

Elementary Education-Primary Level

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

Processes used to ensure Accomplishment:

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

NA

Elementary Education-Intermediate Level

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

Processes used to ensure Accomplishment:

NA

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

NA

Middle Level

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

Processes used to ensure Accomplishment:

The district views the continual review, research and development of curriculum as one the most important educational tasks. The curriculum review cycle is one that is always in progress. The K-12 curriculum committees will continue to meet and plan ensure

that curriculum continues to be developed on an ongoing bases.
The District is reconfiguring its middle level program for the 2019-2020 school year. As such, curriculum committees have been working to develop curricula appropriate for the new configuration.

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

NA

High School Level

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

Processes used to ensure Accomplishment:

NA

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

NA

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.

All teachers differentiate lessons to accommodate the diverse needs of the student body. The special education program provides numerous support services to students with disabilities to ensure they can access the curriculum equally.

Instruction

Instructional Strategies

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

Unchecked Answers
- Annual Instructional evaluations

Regular Lesson Plan Review

    Checked Answers
- Administrators
- Building Supervisors

    Unchecked Answers
- Department Supervisors
- Instructional Coaches
- Not Reviewed

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

- <u>Formal classroom observations focused on instruction:</u> Principals conduct formal classroom observations with a focus on areas of curricular and instructional implementation.

- <u>Walkthroughs</u>: Walkthroughs provide principals and teachers an opportunity to increase dialogue regarding student achievement, teaching and learning.

- <u>Annual evaluations</u> are conducted on all teachers by the building principals and are meant to increase dialogue and self reflection on teaching practice.

- <u>Instructional Coaching</u>: The District budget has prohibited the employment of dedicated instructional coaches. Principals serve in this role. However, through the support of Title I funding, are able to focus our reading specialists to assist with the implementation of the literacy curriculum and resources.

- <u>Peer Coaching</u>: During the course of this plan teachers will increasingly have opportunities to participate in peer coaching. Currently, new teachers observe their mentor teachers and other teachers as recommended by the Principal

- <u>District Administrators</u> serve to support principals and teachers as requested

- <u>Building Supervisors</u> provide feedback and support as appropriate.

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

N/A

Responsiveness to Student Needs

Elementary Education-Primary Level

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

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

N/A

Elementary Education-Intermediate Level

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

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

N/A

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.	Full Implementation

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

N/A

High School Level

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

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

N/A

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 District has a rigorous hiring process that solicits applicants from all across the United States. In addition to working with Colleges and Universities the District also participates with LatCareers, and continues to explore the use of other recruitment agencies to recruit a widely diverse candidate pool that reflects the diversity of our District.

The hiring and recruiting process was designed to be consistent, effective and purposely intense. The district seeks candidates who have a strong understanding of instruction, differentiated instruction and ways by which student learning can be scaffolded to meet the needs of diverse learners in heterogeneous settings. Applications are collected electronically and are electronically date and time stamped. Once received, the human resource carefully screens applications to ensure that applicants meet the posting requirements. Following the paper screen, initial screening interviews are conducted by human resources. In addition to human resources, the administrative team conducts interviews to assess professional development of recommended candidates. Applicants also are asked to submit writing samples that demonstrate professional communication skills. Following administrative interviews, and based on the results from initial screening interviews, materials reviews, writing samples and administrative interviews, final candidates are recommended to interview with central office personnel as the final stage of the process. Following the central office interview, candidates are recommended to the Board of Directors for hire. This process ensures that multiple people are involved in the hiring process and that the district is choosing highly qualified candidates to teach our students.

Once hired, employees participate in an induction program that focuses on the latest researched based teaching strategies and how those strategies support diverse learners. The induction program is a one year program that includes multiple sessions over the course of the school year.

Assessments

Local Graduation Requirements

Course Completion	SY 20/21	SY 21/22	SY 22/23
Total Courses	24.00	24.00	24.00
English	4.00	4.00	4.00
Mathematics	4.00	4.00	4.00
Social Studies	4.00	4.00	4.00
Science	4.00	4.00	4.00
Physical Education	1.00	1.00	1.00
Health	0.50	0.50	0.50
Music, Art, Family & Consumer Sciences, Career and Technical Education	0.00	0.00	0.00
Electives	6.50	6.50	6.50
Minimum % Grade Required for Credit (Numerical Answer)	60.00	60.00	60.00

Graduation Requirement Specifics

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

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

- 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.

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

Local Assessments

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

Methods and Measures

Summative Assessments

Summative Assessments	EEP	EEI	ML	HS
Teacher Developed CBE's	X	X	X	X
Scientific Experiments	X	X	X	X
Written Work by Students	X	X	X	X
Textbook Assessments	X	X	X	X
Works of Art, Musical, and Theatrical	X	X	X	X
PSSA		X	X	X
Local Assessments – Mid-Term/Finals	X	X	X	X
Kid writing	X			
PASA		X	X	
Units of Study Pre- and Post-Assessments	X	X	X	

Benchmark Assessments

Benchmark Assessments	EEP	EEI	ML	HS
Textbook Assessment	X	X	X	X
AIMS Web	X	X		
D.R.A.	X	X	X	X
LEA for Math and Reading			X	
Local Assessments – Math Quarterly			X	X
College Preparatory Mathematics			X	X
EveryDay Mathematics Assessments	X	X		
Developmental Spelling Assessment	X	X	X	X

Formative Assessments

Formative Assessments	EEP	EEI	ML	HS
Demonstration, performances, products and projects	X	X	X	X
Evaluations of Portfolios of Student Work	X	X		
Informal Quick Checks on understanding	X	X	X	X
Progress Monitoring	X	X	X	X
Scientific Experiments	X	X	X	X
Fitness	X	X	X	X
Teacher developed CBE's	X	X	X	X
Theme Test	X	X		
AIMS Web	X	X		
Textbook Assessments	X	X	X	X
Works of Art, Musical, Theatrical	X	X	X	X
Written Work by Students	X	X	X	X
Exit Tickets	X	X	X	X

Diagnostic Assessments

Diagnostic Assessments	EEP	EEI	ML	HS
DRAs	X	X		
Running Records	X	X		
Textbook Assessments	X	X	X	X
AIMS Web	X	X		

Validation of Implemented Assessments

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

Provide brief explanation of your process for reviewing assessments.

- Assessments are reviewed by individual teachers and administrators.

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.

- The District K-12 curriculum committees which are comprised of teachers and administrators participate in the development of locally administered assessments. The 2015-2016 school year is the first year that the District has developed the local assessment and they will be evaluated and revised as necessary by groups of teachers and administrators who participate on the curriculum committees. The local assessment system continues to evolve as it is implementing new curricula. It is the intent of the school district to employ assessments that measure student progress on the implemented curricula and resources.

Collection and Dissemination

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

- The district uses Performance Tracker to collect and disseminate assessment information. All teachers and administration have access to the site. Teachers can focus on one or multiple assessment tools to look at results. Teachers are also able to view student weaknesses on specific standards and anchors.

- The district also uses PVAAS to look at student performance and performance predictions.

- The district reviews student performance (K-5) in language arts and mathematics monthly. Each trimester a review of progress on measures such as the DRA, DSA and EDM cumulative tests are conducted to determine additional needs and supports.

- Principals in grades 6-12 review student grade level progress to determine the need to provide additional support for student success.

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.

- Teachers use the data to drive instruction. This can be done in whole group or small group. The reading specialists attend data meetings (K-5) to assist teachers in grouping and differentiated instruction.

- Information from multiple sources is used to identify students who are struggling and have not met proficiency levels. This information is provided to the specific buildings so students can be involved in both math and/or reading support programs.

Assessment Data Uses

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

Provide brief explanation of the process for incorporating selected strategies.

The District uses assessment results to plan and drive instruction. In instances where data indicate that additional instruction is warranted on a particular standard, teachers re-teach, re-group, or provide additional instruction based on that data. In addition, teachers frequently provide modifications and adaptations as needed to ensure increased student achievement and mastery of standards.

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

NA

Distribution of Summative Assessment Results

Distribution Methods	EEP	EEI	ML	HS
Course Planning Guides	X	X	X	X
Directing Public to the PDE & other Test-related Websites	X	X	X	X
Individual Meetings	X	X	X	X
Letters to Parents/Guardians	X	X	X	X
Local Media Reports	X	X	X	X
Website	X	X	X	X
Meetings with Community, Families and School Board	X	X	X	X
Mass Phone Calls/Emails/Letters	X	X	X	X
Newsletters	X	X	X	X
Press Releases	X	X	X	X
School Calendar	X	X	X	X
Student Handbook	X	X	X	X

Provide brief explanation of the process for incorporating selected strategies.

The CASD works hard to communicate with parents and the community. We have increased the frequency of communication with stakeholders in writing and by phone, including Principals Monday Morning Message. We have also specifically obtained resources to make sure that communications are in English and Spanish.

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

NA

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.

School and student progress is regularly monitored using a variety of variables which allow the District to make adjustments in resource allocation and other supports. These supports include after school tutoring, extra support for students during the school day and the reallocation of Title I funds as per Title I guidelines. The District demonstrates its priority to student achievement through the budgeting process by allocating substantial funding to curriculum, instruction, professional development, materials and resources. The level of support provided to each school varies based on need and is examined throughout the school year to ensure continued progress. Additional support, through teacher and administrative professional development, is provided for schools that continue to experience student achievement challenges.

Programs, Strategies and Actions

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

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

- The Coatesville Area School District places a high priority on ensuring that our schools provide a safe and caring environment for students. The district has implemented school wide positive behavior support programs in the elementary, middle schools, and 9/10 Center. The district currently provides safety and violence programming through various supports. These include work with the (ADL) Anti-Defamation League, Crime Victims, Rotary Club Safe Texting programs, NOPE, Safe Schools Summit, Youth Mental Health First Aid, Safe2Say Something, MindUP, Student Problem Identification and Resolutions of Issues Together (S.P.I.R.I.T), Mid-Atlantic Equity Consortium/Center for Education Equity. PA Office of the Attorney General and other organizations that provide instruction on safety and violence in schools.

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 publishes handbooks at each school, uses the school website, newsletters and other media outlets to inform parents the gifted education services and programs available.

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

The District has a comprehensive assessment system that uses formative and summative assessment to gauge student progress. Teachers refer students who are thought to be gifted

and may be in need of specially designed instruction to the appropriate school personnel for screening. The District has a screening process and parents are notified of students who may be in need of specially designed instruction.

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

A comprehensive gifted eligibility criteria is in place. The criteria encompasses gifted rating scales (teacher, counselor and parent input), multiple criteria data (evidenced by multiple data such as achievement, performance or expertise in one or more areas), and individual assessment with the school psychologist
The eligibility criteria has well defined and specific points at each tier to determine need for specially designed instruction. The academic areas are based on the common core standards at each grade level as well as classroom observation and performance

In alignment with Chapter 16 guidelines, if a student does not obtain an IQ score of 130, multiple criteria is researched to determine a student's need for specially designed instruction.

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

Students who qualify for services benefit from a variety of opportunities that include acceleration and enrichment. At the elementary level, students participate in year long themed opportunities which includes STEM acceleration and enrichment as well as literacy based topics. Secondary opportunities include internships, participation in challenging academic teams, STEM research and competitions, participation at summer enrichment camps provide enrichment opportunities for students.   Individual research opportunities, Advanced Placement Class, Dual Enrollment, online study and other opportunities provide an opportunity for acceleration where applicable.

Developmental Services

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

Explanation of developmental services:

The District is staffed with guidance counselors in each building that provide academic counseling to students. Guidance counselors also monitor attendance and assist in individual student planning. Nursing services are also provided to students in the form of health screenings and wellness and health appraisals and ensures compliance with health requirements including immunizations. The District provides transition planning for students as they matriculate from elementary to middle and from middle to high school. The District has emergency and disaster preparedness drills and procedures in place for each building.

Diagnostic, Intervention and Referral Services

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

Explanation of diagnostic, intervention and referral services:

The District provides a comprehensive and individualized set of accommodations and modifications to students who qualify. Student aptitude for learning is also assessed and the District responds appropriately to the data from student assessments by placement into appropriate programs as needed. Needs are determined through appropriate assessments. The District employs Mental Health Specialists, Guidance Counselors and Psychologists all who are equipped and work with students to provide counseling and assistance in coping with life situations.

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	X	X	X	X
Coordination with Families (Learning or Behavioral)	X	X	X	X
Home/Family Communication	X	X	X	X
Managing Chronic Health Problems	X	X	X	X
Managing IEP and 504 Plans	X	X	X	X
Referral to Community Agencies	X	X	X	X
Staff Development	X	X	X	X
Strengthening Relationships Between School Personnel, Parents and Communities	X	X	X	X
System Support	X	X	X	X
Truancy Coordination	X	X	X	X

Explanation of consultation and coordination services:

The District has an extensive system for consultation and coordination of services. In addition to internal service providers, the District works closely with local, County and State service providers to coordinate services for students. Well developed mechanisms for communication between home and school are available. The District continually works to strengthen relationships between home, school and community. The District uses home school visits as well as student attendance improvement plans in an attempt to reduce truancy. The District encourages teachers to call students at home when they are absent as one strategy to increase attendance and engagement in school.

Communication of Educational Opportunities

Communication of Educational Opportunities	EEP	EEI	ML	HS
Course Planning Guides	X	X	X	X
Directing Public to the PDE & Test-related Websites	X	X	X	X
Individual Meetings	X	X	X	X
Letters to Parents/Guardians	X	X	X	X
Local Media Reports	X	X	X	X
Website	X	X	X	X
Meetings with Community, Families and Board of Directors	X	X	X	X
Mass Phone Calls/Emails/Letters	X	X	X	X
Newsletters	X	X	X	X
Press Releases	X	X	X	X
School Calendar	X	X	X	X
Student Handbook	X	X	X	X
Social Media (Facebook and Twitter)	X	X	X	X

Communication of Student Health Needs

Communication of Student Health Needs	EEP	EEI	ML	HS
Individual Meetings	X	X	X	X
Individual Screening Results	X	X	X	X
Letters to Parents/Guardians	X	X	X	X
Website	X	X	X	X
Meetings with Community, Families and Board of Directors	X	X	X	X
Newsletters	X	X	X	X
School Calendar	X	X	X	X
Student Handbook	X	X	X	X
Social Media (Facebook and Twitter)	X	X	X	X

Frequency of Communication

Elementary Education - Primary Level

- Quarterly

Elementary Education - Intermediate Level

- Quarterly

Middle Level

- Quarterly

High School Level

- Quarterly

Collaboration for Interventions

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

Teachers and support staff meet as needed to appropriately plan for students. Opportunities are provided for our mental health specialists to meet with classroom teachers to collaborate on the needs and services provided to our students. Outside agencies that are servicing our students are also invited to meetings with the classroom teachers to collaborate on the needs and programming of our students.

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

- Preschool early intervention coordination meetings for students entering kindergarten take place throughout the school year.

- Kindergarten awareness/readiness events are held at least 3 times per school year.

- Kindergarten registration is ongoing beginning in late winter.

- School visits are ongoing and occur as scheduled events in the spring.

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 works collaboratively with the IU to provide early intervention services for students of our district. The IU has various programs that provide early interventions for students who may have educational, social, or developmental needs. The district sends school nurses, counselors, teachers, and secretaries to coordinate enrollment into our school district.

The Coatesville Area School District works in conjunction with the Chester County Intermediate Unit to provide a smooth transition from preschool/Early Intervention Services to school age programming. Students that fall into this category are typically children that have been formally identified by the CCIU as exhibiting developmental delays in the areas of speech and language, social behavior, cognition, or fine and gross motor skills. The primary goal of the transitional program is to determine which services the children are eligible for in the school age setting and any services they may require for a successful transition to Kindergarten. Currently, our CASD early intervention team consists of a Liaison from the CCIU, a Special Education Supervisor, a school psychologist and a speech and language therapist. occupational therapists and physical therapists are consulted throughout the process, as well as individual school principals, guidance counselors and teachers.

The Coatesville Area School District operates a needs based full day pre-school program. Program curricula focus on building school readiness skills in literacy and numeracy as well as in social and emotional learning. The curricula is aligned with the school age curricula.

The District holds 3 Kindergarten Awareness/Readiness events each year. These events provide prospective kindergarteners and their parents with a preview of kindergarten life and expectations. Parents receive materials and resources to support their child's transition to kindergarten.

Materials and Resources

Description of Materials and Resources

Elementary Education-Primary Level

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

Provide explanation for processes used to ensure Accomplishment.

The District has developed a plan for continually updating curriculum resources in the District. During the course of this plan, all major subject areas will receive new materials and resources through the curriculum development process. The curriculum committees ensure that all resources chosen are aligned as a minimum to the PA Core and that they exceed the rigor required by the PA Core. The materials chosen are robust and allow for acceleration, differentiation, and access by all levels of learners. The resources are teacher and administrator chosen and provide for the needs of diverse learners in diverse classrooms. Resources include version differences for ESL students as needed.

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

NA

Elementary Education-Intermediate Level

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

Provide explanation for processes used to ensure Accomplishment.

The District has developed a plan for continually updating curriculum resources in the District. During the course of this plan, all major subject areas will receive new materials and resources through the curriculum development process. The curriculum committees ensure that all resources chosen are aligned as a minimum to the PA Core and that they

exceed the rigor required by the PA Core. The materials chosen are robust and allow for acceleration, differentiation, and access by all levels of learners. The resources are teacher and administrator chosen and provide for the needs of diverse learners in diverse classrooms. Resources include version differences for ESL students as needed.

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

NA

Middle Level

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

Provide explanation for processes used to ensure Accomplishment.

The District has developed a plan for continually updating curriculum resources in the District. During the course of this plan, all major subject areas will receive new materials and resources through the curriculum development process. The curriculum committees ensure that all resources chosen are aligned as a minimum to the PA Core and that they exceed the rigor required by the PA Core. The materials chosen are robust and allow for acceleration, differentiation, and access by all levels of learners. The resources are teacher and administrator chosen and provide for the needs of diverse learners in diverse classrooms. Resources include version differences for ESL students as needed.

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

NA

High School Level

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

Provide explanation for processes used to ensure Accomplishment.

The District has developed a plan for continually updating curriculum resources in the District. During the course of this plan, all major subject areas will receive new materials and resources through the curriculum development process. The curriculum committees ensure that all resources chosen are aligned as a minimum to the PA Core and that they exceed the rigor required by the PA Core. The materials chosen are robust and allow for acceleration, differentiation, and access by all levels of learners. The resources are teacher and administrator chosen and provide for the needs of diverse learners in diverse classrooms. Resources include version differences for ESL students as needed.

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

NA

SAS Incorporation

Elementary Education-Primary Level

Standards	Status
Arts and Humanities	Implemented in less than 50% of district classrooms
Career Education and Work	Implemented in less than 50% of district classrooms
Civics and Government	Implemented in less than 50% of district classrooms
PA Core Standards: English Language Arts	Implemented in less than 50% of district classrooms
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Implemented in less than 50% of district classrooms
PA Core Standards: Mathematics	Implemented in less than 50% of district classrooms
Economics	Not Applicable
Environment and Ecology	Level of Implementation is Unknown

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

Further explanation for columns selected "

The District continues to update curriculum at a rate commensurate with the contractual language which governs teacher training and new program implementation, resource availability through federal, state and local funding, and substitute coverage.

Elementary Education-Intermediate Level

Standards	Status
Arts and Humanities	Implemented in 50% or more 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	Not Applicable
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

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

Further explanation for columns selected "

The District continues to update curriculum at a rate commensurate with the contractual language which governs teacher training and new program implementation, resource availability through federal, state and local funding, and substitute coverage.

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

Standards	Status
	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 50% or more 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 50% or more of district classrooms
Alternate Academic Content Standards for Math	Implemented in less than 50% of district classrooms
Alternate Academic Content Standards for Reading	Implemented in less than 50% of district classrooms
American School Counselor Association for Students	Not Applicable
English Language Proficiency	Implemented in less than 50% of

Standards	Status
	district classrooms
Interpersonal Skills	Implemented in less than 50% of district classrooms
School Climate	Implemented in less than 50% of district classrooms
World Language	Not Applicable

Further explanation for columns selected "

The District continues to update curriculum at a rate commensurate with the contractual language which governs teacher training and new program implementation, resource availability through federal, state and local funding, and substitute coverage.

High School Level

Standards	Status
Arts and Humanities	Full Implementation
Career Education and Work	Full Implementation
Civics and Government	Implemented in 50% or more 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 50% or more of district classrooms
PA Core Standards: Mathematics	Implemented in 50% or more of district classrooms
Economics	Implemented in 50% or more of district classrooms
Environment and Ecology	Implemented in 50% or more of district classrooms

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

Further explanation for columns selected "

The District continues to update curriculum at a rate commensurate with the contractual language which governs teacher training and new program implementation, resource availability through federal, state and local funding, and substitute coverage.

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 dedicates considerable time and resources to enhancing educator content knowledge. Specifically, the District employs an ongoing, persistent and pervasive approach to professional development. Professional development is provided and includes multiple sessions throughout the year for content level professionals. The sessions include skill development sessions, content sessions, peer observation and administrator observation sessions.

Skill and content sessions are based on effective practice and research. The District partners with college and university experts as well as leading field experts and leading published experts in the various content areas. Within that research, special attention is also directed at scaffolding and researched based interventions for students who are need additional assistance and specially designed instruction.

The District has employed a specific plan for providing opportunities for acceleration and enrichment. The District is providing curriculum such as the College Board Pre-Advanced Placement strategies in middle school courses. In addition, the K-12 curriculum committees include teachers of the gifted who participate in the creation and selection of curriculum and curriculum resources.

The District is creating a collection of data assessment. The assessments are all research based and include formative and summative assessments. These assessments are used to inform instruction. Administrators and teachers use the assessments in dialogue regarding student achievement. The District is in the initial stages of implementing building data meetings.

The District empowers educators to work with parents and community partners on a regular basis. The District works with advocacy agencies including: ARC, Citizens Who S.E.E. and PEAL. These organization serve as a liaison between families and schools. The District also works to create literacy opportunities that empower parents with print materials. The District also provides numerous translation services to ensure that teachers can communicate with parents on a daily basis. The District also employs the use of a parent -administrator liaison group and parent partner organizations K-12 to build parent engagement.

The District is working with Immaculata University and hosts a doctoral program. The program provides leadership instruction for employees seeking to move into leadership positions.

The District also ensures that teacher leaders and administrators participate on K-12 curriculum committees and are an integral part of the curriculum creation and curriculum resource decisions.

The District provides monthly equity training for teachers and bi-monthly equity training for parents and high school students.

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

N/A

Professional Development

Coatesville Area SD
Professional Development

Title:	Educator Equity Leadership Program
Description	Teacher leaders in each building receive turn around training on a monthly basis. The topics include, unlawful harassment, religion, EL, students with disabilities, unearned privilege, bias, hate-based crimes, race, class, gender, equitable access to curriculum, equitable discipline, LGBTQ and more. The topics are taught directly and as they relate to our daily work in school. The teacher leaders provide turn around training to their colleagues following each month's training. The 2019-2020 school year will mark the 3rd year of implementation. Principals have sign in sheets for each faculty meeting/training. There are sign in sheets and training materials for each turn around training session. Parents and High School Students receive training in similar topics every other month and provide the information to their school-based parent groups and homeroom advisories respectively.
Person Responsible	Rita Perez
Start Date:	7/1/2019
End Date:	6/30/2020
Proposed Cost/Funding:	Start Year End Year Cost Funding Source 2019 2020 11000.00 208 - Staff and Program Development
Program Area(s):	Professional Education, Teacher Induction, Special Education, Student Services, Gifted

Title:	Educator Equity Leadership Program
	Education
Hours Per Session	7.0
# of Sessions:	10
# of Participants Per Session:	10
Provider:	Coatesville Area School District, Mid-Atlantic Equity Consortium and PA Office of the Attorney General
Provider Type:	Federal service center and PA Agency
PDE Approved:	Yes
Knowledge Gain:	Participants will gain knowledge about equity, equitable practices and social justice. Participants will be able to recognize and respond to inequitable conditions then redress inequities and bias in the long term to create sustainability. (Gorski, 2017)
Research & Best Practices Base:	The principals and topics discussed are rooted in federal and state law and in the works of: Pedro Noguera, Paul Gorski, Tyrone Howard, Rich Milner, Cornelius Minor, Mica Pollock and others. Resources include but are not limited to: Teaching Tolerance, Anti-Defamation League and GLESN
For classroom teachers, school counselors and education specialists:	• Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students. • Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making. • Empowers educators to work effectively with parents and community partners.

Title:	Educator Equity Leadership Program
For school or LEA 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 • School Whole Group Presentation • Professional Learning Communities
Participant Roles:	• Classroom teachers • Principals / Asst. Principals • Supt / Ast Supts / CEO / Ex Dir • School counselors • New Staff • Other educational specialists • Parents
Grade Levels:	• Elementary - Primary (PreK - grade 1)

Title:	Educator Equity Leadership Program
	• Elementary - Intermediate (grades 2-5) • Middle (grades 6-8) • High (grades 9-12)
Follow-up Activities:	• Monthly debriefing sessions with teacher leaders and 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 • Anecdotal data based on debriefing sessions.

Coatesville Area SD
Professional Development

Title:	Mindfulness
Description	MindUP is a social emotional learning program that teaches students self-regulation through the Core Practice. Teachers received a full day of professional development in August,2018 to kick off the PK-8 implementation. Teachers receive weekly communication to support the implementation coupled with peer coaching by our MindUP trainers. In the summer of 2019, we anticipate participating in a train the trainer program to become certified to train new teachers and re-train veteran teachers in the MindUP program. Sign in sheets will be completed and training materials and evaluations will be available.
Person Responsible	Rita Perez
Start Date:	7/1/2019
End Date:	8/30/2019
Proposed Cost/Funding:	Start Year End Year Cost Funding Source
Program Area(s):	Professional Education, Teacher Induction, Special Education, Student Services
Hours Per Session	7.0
# of Sessions:	4
# of Participants Per Session:	10
Provider:	MindUP and The Goldie Hawn Foundation
Provider Type:	Non-profit Organization
PDE Approved:	Yes
Knowledge Gain:	Participants will gain knowledge about how positive psychology and mindful awareness can

Title:	Mindfulness
	create a positive learning community in the classroom and the whole school.
Research & Best Practices Base:	MindUP was developed by a team of doctors, neuroscientists, educators and positive psychologist. It is a Collaborative for Academic, Social and Emotional Learning
For classroom teachers, school counselors and education specialists:	• Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students. • Empowers educators to work effectively with parents and community partners.
For school or LEA administrators, and other educators seeking leadership roles:	• Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards. • Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.
Training Format:	• School Whole Group Presentation
Participant Roles:	• Classroom teachers • Principals / Asst. Principals • Supt / Ast Supts / CEO / Ex Dir • School counselors • New Staff • Other educational specialists

Title:	Mindfulness
	• Related Service Personnel • Parents
Grade Levels:	• Elementary - Primary (preK - grade 1) • Elementary - Intermediate (grades 2-5) • Middle (grades 6-8)
Follow-up Activities:	• Feedback through weekly lesson surveys; integration into the curriculum
Evaluation Methods:	• Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. • Participant survey

Coatesville Area SD
Professional Development

Title:	Co-Teaching and Differentiation
Description	Continued work with teachers K-12 on co-teaching and differentiation. The training and development cycle include specific opportunities for new teachers and new co-teachers. The professional development cycle uses a training, observation/feedback, training cycle. The training topics are driven by observed need as well as differentiating for teachers who are demonstrating consistent proficiency.
Person Responsible	Dr. Kimberly Donahue
Start Date:	7/1/2019
End Date:	6/30/2020
Proposed Cost/Funding:	Start Year End Year Cost Funding Source
Program Area(s):	Professional Education, Teacher Induction, Special Education, Gifted Education
Hours Per Session	6.5
# of Sessions:	30
# of Participants Per Session:	30
Provider:	Baybridge Consortium, Inc.
Provider Type:	For Profit Company
PDE Approved:	Yes
Knowledge Gain:	Participants will gain enhanced knowledge and confidence in the co-teaching and differentiation process. Principals will become more adept at providing supportive feedback to teachers in the areas of

Title:	Co-Teaching and Differentiation
	co-teaching and differentiation.
Research & Best Practices Base:	Co-teaching and differentiation training is grounded in the work of Dr. Rich Villa and Dr. Jacqueline Thousand.
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. • Empowers educators to work effectively with parents and community partners.
For school or LEA 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
Participant Roles:	• Classroom teachers

Title:	Co-Teaching and Differentiation
	• Principals / Asst. Principals • Supt / Ast Supts / CEO / Ex Dir • New Staff • Other educational specialists • Parents
Grade Levels:	• Elementary - Primary (preK - grade 1) • Elementary - Intermediate (grades 2-5) • Middle (grades 6-8) • High (grades 9-12)
Follow-up Activities:	• Lesson modeling with mentoring • Joint planning period activities
Evaluation Methods:	• Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. • Student PSSA data • Classroom student assessment data

Coatesville Area SD
Professional Development

Title:	Reading Comprehension, Conferring and Small Strategy Groups
Description	Teachers will receive professional development through modeling and small group instruction. Sign in sheets and ongoing observation and feedback by Principals and District Office Administrators will provide evidence of feedback.
Person Responsible	Dr. Kimberly Donahue
Start Date:	6/1/2019
End Date:	6/30/2020
Proposed Cost/Funding:	Start Year End Year Cost Funding Source
Program Area(s):	Professional Education, Teacher Induction, Special Education, Gifted Education
Hours Per Session	7.0
# of Sessions:	30
# of Participants Per Session:	20
Provider:	Mosaic Literacy, LLC
Provider Type:	For Profit Company
PDE Approved:	Yes
Knowledge Gain:	Teachers will continue to receive training and instruction in effective comprehension strategies and conferring protocols. Teachers will learn how to use data collected from conferring sessions and other sources to design strategy groups for students.
Research & Best Practices Base:	Training is based on the work of Elin Oliver Keene.

Title:	Reading Comprehension, Conferring and Small Strategy Groups
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 or LEA 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
Participant Roles:	• Classroom teachers • Principals / Asst. Principals • Supt / Ast Supts / CEO / Ex Dir

Title:	Reading Comprehension, Conferring and Small Strategy Groups
	• New Staff • Other educational specialists • Parents
Grade Levels:	• Elementary - Primary (preK - grade 1) • Elementary - Intermediate (grades 2-5) • Middle (grades 6-8) • High (grades 9-12)
Follow-up Activities:	• Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers • Analysis of student work, with administrator and/or peers • Creating lessons to meet varied student learning styles • Lesson modeling with mentoring • Observation and feedback
Evaluation Methods:	• Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. • Classroom student assessment data

Coatesville Area SD
Professional Development

Title:	Teachers College of Columbia University
Description	The Teachers College will facilitate the implementation of reading, writing and phonics.
Person Responsible	Dr. Kimberly Donahue
Start Date:	7/1/2019
End Date:	6/30/2020
Proposed Cost/Funding:	Start Year End Year Cost Funding Source
Program Area(s):	Professional Education, Teacher Induction, Special Education, Gifted Education
Hours Per Session	7.0
# of Sessions:	25
# of Participants Per Session:	20
Provider:	The Teachers College of Columbia University
Provider Type:	College or University
PDE Approved:	Yes
Knowledge Gain:	Teachers will continue to learn about the effective implementation of the Units of Phonics, Reading and Writing.
Research & Best Practices Base:	The training is grounded in the work of Lucy Caulkins and others.
For classroom teachers, school counselors and education specialists:	• Enhances the educator's content knowledge in the area of the educator's certification or assignment.

Title:	Teachers College of Columbia University
	• Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students. • Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making. • Empowers educators to work effectively with parents and community partners.
For school or LEA administrators, and other educators seeking leadership roles:	• Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards. • Provides leaders with the ability to access and use appropriate data to inform decision-making. • Empowers leaders to create a culture of teaching and learning, with an emphasis on learning. • Instructs the leader in managing resources for effective results.
Training Format:	• Series of Workshops
Participant Roles:	• Classroom teachers • Principals / Asst. Principals • Supt / Ast Supts / CEO / Ex Dir • New Staff • Other educational specialists • Parents

Title:	Teachers College of Columbia University
Grade Levels:	• Elementary - Primary (preK - grade 1) • Elementary - Intermediate (grades 2-5) • Middle (grades 6-8)
Follow-up Activities:	• Analysis of student work, with administrator and/or peers • Peer-to-peer lesson discussion • Lesson modeling with mentoring
Evaluation Methods:	• Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. • Classroom student assessment data

Coatesville Area SD
Professional Development

Title:	University of Pennsylvania Writing Project
Description	The professional development will continue to provide secondary teachers with the knowledge and strategies to effectively implement writing across the content areas.
Person Responsible	Dr. Kimberly Donahue
Start Date:	7/1/2019
End Date:	6/30/2020
Proposed Cost/Funding:	Start Year End Year Cost Funding Source
Program Area(s):	Professional Education, Teacher Induction, Special Education, Gifted Education
Hours Per Session	7.0
# of Sessions:	30
# of Participants Per Session:	10
Provider:	University of Pennsylvania
Provider Type:	College or University
PDE Approved:	Yes
Knowledge Gain:	Teachers will gain understanding of different writing types and their uses across the content areas.
Research & Best Practices Base:	Training is based on the research of John J. Collins, Ed.
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

Title:	University of Pennsylvania Writing Project
	attention given to interventions for struggling students. • Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.
For school or LEA administrators, and other educators seeking leadership roles:	• 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:	• Department Focused Presentation
Participant Roles:	• Classroom teachers • Principals / Asst. Principals • Supt / Ast Supts / CEO / Ex Dir • New Staff • Other educational specialists • Parents

Title:	University of Pennsylvania Writing Project
Grade Levels:	• High (grades 9-12)
Follow-up Activities:	• Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers • Analysis of student work, with administrator and/or peers • Creating lessons to meet varied student learning styles • Lesson modeling with mentoring • Joint planning period activities
Evaluation Methods:	• Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. • Classroom student assessment data

Coatesville Area SD
Professional Development

Title:	Word Study
Description	Participants will continue to learn about the effective implementation of word study.
Person Responsible	Dr. Kimberly Donahue
Start Date:	7/1/2019
End Date:	6/30/2020
Proposed Cost/Funding:	Start Year End Year Cost Funding Source
Program Area(s):	Professional Education, Teacher Induction, Special Education, Gifted Education
Hours Per Session	7.0
# of Sessions:	5
# of Participants Per Session:	20
Provider:	West Chester University
Provider Type:	College or University
PDE Approved:	Yes
Knowledge Gain:	Participants will understand the effective implementation of word study and how word study supports reading comprehension.
Research & Best Practices Base:	Training is based on the work of Donald Baer, Marcia Invernizzi, Shane Templeton and Francine Johnston.
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

Title:	Word Study
	attention given to interventions for struggling students. • Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making. • Empowers educators to work effectively with parents and community partners.
For school or LEA administrators, and other educators seeking leadership roles:	• Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards. • Provides leaders with the ability to access and use appropriate data to inform decision-making. • Empowers leaders to create a culture of teaching and learning, with an emphasis on learning. • Instructs the leader in managing resources for effective results.
Training Format:	• Series of Workshops
Participant Roles:	• Classroom teachers • Principals / Asst. Principals • Supt / Ast Supts / CEO / Ex Dir • New Staff • Other educational specialists

Title:	Word Study
	• Parents
Grade Levels:	• Elementary - Primary (preK - grade 1) • Elementary - Intermediate (grades 2-5)
Follow-up Activities:	• Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers • Analysis of student work, with administrator and/or peers • Creating lessons to meet varied student learning styles
Evaluation Methods:	• Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. • Classroom student assessment data

Coatesville Area SD
Professional Development

Title:	Everyday Mathematics
Description	Participants will continue to enhance their mathematical content knowledge as well as delivery of instruction.
Person Responsible	Dr. Kimberly Donahue
Start Date:	7/1/2019
End Date:	6/30/2020
Proposed Cost/Funding:	Start Year End Year Cost Funding Source
Program Area(s):	Professional Education, Teacher Induction, Special Education, Gifted Education
Hours Per Session	7
# of Sessions:	60
# of Participants Per Session:	30
Provider:	Independent Contractors
Provider Type:	Individual
PDE Approved:	Yes
Knowledge Gain:	Teachers will gain content knowledge as well as effective instructional strategies for teacher mathematics content and processes.
Research & Best Practices Base:	Training is based in the work of the University of Chicago.
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

Title:	Everyday Mathematics
	attention given to interventions for struggling students. • Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making. • Empowers educators to work effectively with parents and community partners.
For school or LEA administrators, and other educators seeking leadership roles:	• Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards. • Provides leaders with the ability to access and use appropriate data to inform decision-making. • Empowers leaders to create a culture of teaching and learning, with an emphasis on learning. • Instructs the leader in managing resources for effective results.
Training Format:	• Series of Workshops
Participant Roles:	• Classroom teachers • Principals / Asst. Principals • Supt / Ast Supts / CEO / Ex Dir • New Staff • Other educational specialists

Title:	Everyday Mathematics
	• Parents
Grade Levels:	• Elementary - Primary (preK - grade 1) • Elementary - Intermediate (grades 2-5)
Follow-up Activities:	• Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers • Analysis of student work, with administrator and/or peers • Creating lessons to meet varied student learning styles • Peer-to-peer lesson discussion • Lesson modeling with mentoring • Joint planning period activities
Evaluation Methods:	• Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. • Student PSSA data • Classroom student assessment data

Coatesville Area SD
Professional Development

Title:	College Preparatory Mathematics
Description	Teacher collaboration and training in best mathematical practices, enhance content knowledge and planning for effective lesson delivery.
Person Responsible	Dr. Kimberly Donahue
Start Date:	7/1/2019
End Date:	6/30/2020
Proposed Cost/Funding:	Start Year End Year Cost Funding Source
Program Area(s):	Professional Education, Teacher Induction, Special Education, Gifted Education
Hours Per Session	7.0
# of Sessions:	20
# of Participants Per Session:	10
Provider:	CPM Educational Program
Provider Type:	Non-profit Organization
PDE Approved:	Yes
Knowledge Gain:	Teachers will continue to gain knowledge in the mathematical learning and instructional process.
Research & Best Practices Base:	Originally an Eisenhower funded grant program, CPM implemented mathematical practices well before they were endorsed the National Council of the Teachers of Mathematics.
For classroom teachers, school counselors and education specialists:	• Enhances the educator's content knowledge in the area of the educator's certification or assignment.

Title:	College Preparatory Mathematics
	• Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students. • Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making. • Empowers educators to work effectively with parents and community partners.
For school or LEA administrators, and other educators seeking leadership roles:	• Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards. • Provides leaders with the ability to access and use appropriate data to inform decision-making. • Empowers leaders to create a culture of teaching and learning, with an emphasis on learning. • Instructs the leader in managing resources for effective results.
Training Format:	• Series of Workshops
Participant Roles:	• Classroom teachers • Principals / Asst. Principals • Supt / Ast Supts / CEO / Ex Dir • New Staff • Other educational specialists

Title:	College Preparatory Mathematics
	• Parents
Grade Levels:	• Middle (grades 6-8) • High (grades 9-12)
Follow-up Activities:	• Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers • Analysis of student work, with administrator and/or peers • Creating lessons to meet varied student learning styles • Peer-to-peer lesson discussion • Joint planning period activities
Evaluation Methods:	• Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. • Student PSSA data • Classroom student assessment data

Coatesville Area SD
Professional Development

Title:	Science and Social Studies
Description	Teachers will learn about the new science and social studies curriculum, instructional strategies, materials and resources.
Person Responsible	Dr. Kimberly Donahue
Start Date:	7/1/2019
End Date:	6/30/2020
Proposed Cost/Funding:	Start Year End Year Cost Funding Source
Program Area(s):	Teacher Induction, Special Education, Gifted Education
Hours Per Session	7.0
# of Sessions:	10
# of Participants Per Session:	20
Provider:	Coatesville Area School District
Provider Type:	School Entity
PDE Approved:	Yes
Knowledge Gain:	Teachers will learn about effective science and social studies instruction, participate in lesson planning, share resources and reflect on lessons.
Research & Best Practices Base:	Social studies training infuses project and service learning as well as college and career awareness.Science training focuses on helping teachers build skills and confidence around activity, project-, and problem-based learning; prepares educators to become facilitators and coaches; and empowers them to bring learning to life.

Title:	Science and Social Studies
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 or LEA administrators, and other educators seeking leadership roles:	• Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards. • Provides leaders with the ability to access and use appropriate data to inform decision-making. • Empowers leaders to create a culture of teaching and learning, with an emphasis on learning. • Instructs the leader in managing resources for effective results.
Training Format:	• Series of Workshops
Participant Roles:	• Classroom teachers • Principals / Asst. Principals

Title:	Science and Social Studies
	• Supt / Ast Supts / CEO / Ex Dir • New Staff • Other educational specialists • Parents
Grade Levels:	• Elementary - Primary (preK - grade 1) • Elementary - Intermediate (grades 2-5) • Middle (grades 6-8) • High (grades 9-12)
Follow-up Activities:	• Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers • Analysis of student work, with administrator and/or peers • Creating lessons to meet varied student learning styles • Peer-to-peer lesson discussion • Lesson modeling with mentoring
Evaluation Methods:	• Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. • Classroom student assessment data

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:
10/12/2015 Act 126: Provided by IU13. Online Course

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:
8/26/2015 Provided by Fred Shipman

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

Questions
Not Applicable for our school entity

Strategies Ensuring Fidelity

Checked answers

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

- The LEA has an ongoing monitoring system in place (i.e. walkthroughs, classroom observations).
- Professional Education is evaluated to show its impact on teaching practices and student learning.

Unchecked answers

> *None.*

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

The District K-12 Curriculum Committees carefully select and create professional development opportunities that are focused on improving student achievement. The professional development is targeted, and teachers participate in multiple sessions throughout the course of the school year. Multiple sessions allow time for teacher practice between sessions as well as time for question and reflection during sessions. Teacher reflection, peer observation, administrator observation and consultant observation are the means by which the District ensures fidelity. Professional development is wide-ranging and spans all grade levels.

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

N/A

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.

- Inductees will be informed in Trauma Informed Training through Trauma Informed Education.

- Inductees will be trained in cultural competency.

- Inductees will receive training in curricular resources, materials and instructional strategies

- Inductees will receive training in social emotional learning programs.

- Inductees will receive training to understand our community's context.

- Inductees will receive training in equity and equitable access.

Unchecked answers

> *None.*

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

The induction plan of the Coatesville Area School District is a program designed to facilitate and support the transition of newly hired educators into the profession of teaching. The "New Teacher Academy" focuses on Vygotsky's gradual release of responsibility, and Cambourne's Conditions of Learning. New Teacher Academy participants engage in a course in differentiated instruction, strategies for effective classroom management and strategies for effective teaching. Academy participants meet monthly with their mentor and with their principal. In addition, participants engage in peer observations of their mentor and one other teacher.

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

NA

Needs of Inductees

Checked answers

- Frequent observations of inductee instructional practice by a coach or mentor to identify needs.

- Frequent observations of inductee instructional practice by supervisor to identify needs.

- Regular meetings with mentors or coaches to reflect upon instructional practice to identify needs.

- Student PSSA data.

- Standardized student assessment data other than the PSSA.

- Classroom assessment data (Formative & Summative).

- Inductee survey (local, intermediate units and national level).

- Review of inductee lesson plans.

- Review of written reports summarizing instructional activity.

- Submission of inductee portfolio.

- Knowledge of successful research-based instructional models.

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

Unchecked answers

None.

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

In addition to mid-year and end-of-year evaluations, new teacher discussions and collaborations, and peer observations, reflections are kept in an academic journal/ portfolio.

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

NA

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.

Mentors are recommended by building administrators. Building administrators ensure that mentor teachers are successful classroom teachers who exhibit exceptional classroom practice and a growth mindset. Mentor teachers must demonstrate consecutive satisfactory ratings and must have achieved tenure. Mentor teachers are chosen for their ability to problem solve, provided exceptional support, and work well with developing teachers.

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

N/A

Induction Program Timeline

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

If necessary, provide further explanation.

Each of the topics above are addressed repeatedly during the course of the program. These topics are not addressed in isolation but are recurring themes that are addressed in multiple sessions.

Monitoring and Evaluating the Induction Program

Identify the procedures for monitoring and evaluating the Induction program.

The induction program is monitored by the Assistant to the Superintendent for Teaching and Learning. The program is evaluated through participant survey and reflection. Program adjustments are made on an ongoing basis and are based on participant feedback.

Recording Process

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

- Mentor documents his/her inductee's involvement in the program.

- A designated administrator receives, evaluates and archives all mentor records.

- School/LEA maintains accurate records of program completion and 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: **1460**

Identification Method

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

The Coatesville Area School District (CASD) conducts a multidisciplinary evaluation conducted by Pennsylvania Certified School Psychologists to determine if a child meets the criteria consistent with one or more of the exceptionalities as defined by IDEA and the Pennsylvania Special Education Code, Chapter 14. The multidisciplinary team members including, but not limited to: School Psychologist, Teachers, Parent(s)/Guardian(s), Student (when deemed appropriate by the team), School Nurse, Outside Providers such as a Physician, Related Service Providers, and Others provide information to assess students in all areas including, as appropriate, health, vision, hearing, social and emotional status, general intelligence, academic performance, communicative status and motor abilities when considering Specific Learning Disability (SLD) determinations as well examine any exclusionary factors. Regarding the identification process of students with Specific Learning Disabilities (SLD), the CASD addresses whether the child does not achieve adequately for the child's age or meet State-approved grade-level standards, when provided with learning experiences and scientifically based instruction appropriate for the child's age or State-approved grade-level standards. That is, the child exhibits a pattern of strengths and weaknesses in performance, achievement, or both, relative to age or grade; when provided with learning experiences and instruction appropriate for the child's age or state-approved grade level standards.
A thorough examination of appropriate assessments, including cognitive and academic achievement, to determine if the student meets the criteria for a SLD classification. In other words, a discrepancy between the student's ability and achievement is the method utilized for identifying a specific learning disability as opposed to the RTII Model of identification. Data provided to the psychologist may include classroom performance data, local and state assessments, progress monitoring data, and related service providers, teachers, and parental records and input.

The multidisciplinary team members and collected data are vital to the evaluation and identification process of students with potential Specific Learning Disabilities. The psychologist, in collaboration with the core team members is then able to conduct a comprehensive evaluation. By following this process, the CASD psychologists are in a position to appropriately determine if a child is indeed exhibiting criteria as a student with a Specific Learning Disability and in need of specially designed instruction.

Enrollment

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

The data is publicly available via the PennData website. You can view your most recent report. The link is:
https://penndata.hbg.psu.edu/PublicReporting/DataataGlance/tabid/2523/Default.aspx

After reviewing the enrollment differences based upon the December 1, 2017 Child Count, there is an enrollment difference between the percent of special education students enrolled in the Coatesville Area School District (CASD) at 25.2% and the State at 16.9%. This difference could be attributed to an overidentification of students eligible for specially designed instruction. The CASD plans to continue to strengthen the supports for all students with academic and social-emotional skills. When reviewing the preliminary December 1, 2018 Child Count, the number of students reported in eight out of thirteen disability categories decreased. In addition, the School Psychologists, Administrators and IEP Teams are reviewing identification and intervention practices.
When reviewing the 2017-2018 Significant Disproportionality with respect to a three year data set collected by the Pennsylvania State Data Center, the CASD does not exceed the threshold for the identification of students with disabilities across seven racial and ethnic groups to determine if and where disparities exist. The CASD has established Equity Teams comprised of teachers, students and community members who meet with each building's faculty once per month to review data and provide training on equitable and inclusive practices. In addition, the Coatesville Area High School Campus hosts other School District with a SPIRIT Summit to share strategies and plans for embracing diversity and providing equitable practices for everyone.

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?

Through the requirements set forth under Section 1306 of the Public School Code, the Coatesville Area School District is responsible for ensuring the students placed at Project Concern Treatment Unit for Boys II (adjudicated youths) 112 West Lincoln Highway, Coatesville, PA 19320 receive FAPE in the LRE. CONCERN, a Treatment Unit for adjudicated boys, is located within the Coatesville Area School District (CASD) boundaries. The CASD continues to provide an on-site special education teacher and reading tutors to ensure that students receive an appropriate education. The CASD follows the same procedures with students residing at CONCERN as students residing within the District regarding the

identification and evaluation of students that may be eligible for services under IDEIA. This process includes staff monitoring of educational and behavioral needs, differentiation, and implementation of intervention strategies as needed with progress monitoring. When no response to interventions are found effective, the staff at CONCERN will follow the referral, evaluation and development of specialized educational plans as set forth by CASD.

Upon enrollment, a Coordination of Care meeting is held to review each student's academic record and determine the educational programming and placement for students without an IEP or an IEP meeting is scheduled to ensure the student is receiving FAPE in the LRE. District guidance counselors, Supervisors for Pupil Services and Special Education work with the staff at CONCERN to register the students within the CASD and enroll in coursework and programming. The CASD makes a request to each of the student's home school districts requesting educational records.

Some barriers that the CASD face include residency acknowledgement from the student's home district as well as receipt of complete student records due to repeated changes in placement.

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 CASD has two school based Juvenile Probation Officers (JPO) through Chester County Probation who have offices on the Coatesville Area High School Campus. Each JPO spends an average of three days per week at the assigned building on the High School Campus. The JPO helps monitor these students daily and works closely with administration to track when students are either placed or when students return to the district. A student's JPO may participate with the IEP team and/or provide input. The school district ensures that students placed by the Juvenile Probation System receive services by sending the requested records to the facility as soon as notification is received by the District.

The CASD also works with the Chester County Intermediate Unit (CCIU) to provide educational services to incarcerated students at both the Chester County Prison and the Chester County Youth Center. These services may include students requiring either special education services or evaluation for services under IDEIA. The CASD special education office and the secondary guidance department respond in a timely manner to all record requests by the CCIU or other adjudicated placements.

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.

Board Policy 113 Special Education outlines the following purpose, "The district shall offer each student with a disability education programs and services that appropriately meet the student's needs for educational, instructional, transitional and related services. A Student who requires special education shall receive programs and services according to an individualized education program (IEP). The IEP shall provide access to the district's general curriculum and participation in state and local assessments, including supplemental aids and services that permit the student to be educated, to the maximum extent appropriate, with nondisabled peers. The district shall provide a continuum of placement options to appropriately meet the needs of students with disabilities."

The CASD monitors the LRE data with the Bureau of Special Education routinely. Corrective Action Verification/Compliance and Improvement Plan was closed in February 2018 with respect to LRE as the inclusionary practices were expanded to include more students in the general education classroom 80% or more of the day. Extensive training on co-teaching and inclusive best practices have been implemented and will continue with additional training for teachers on differentiated instruction and content specific best practices from nationally and state recognized trainers.

The following LRE Data for Educational Environments for Students Ages 6-21 based upon the December 1 Child Count was reviewed:

Special Education Inside the Regular Class 80% or More

School Year	2014-2015	2015-2016	2016-2017	2017-2018
CASD	50.8%	51.4%	61.1%	70.1%
State	62.0%	61.8%	62.4%	62%

Special Education Inside the Regular Class less than 40%

School Year	2014-2015	2015-2016	2016-2017	2017-2018
CASD	2.9%	2.7%	1.6%	2.0%
State	9.5%	9.5%	9.0%	9.3%

Special Education in Other Settings

School Year	2014-2015	2015-2016	2016-2017	2017-2018
CASD	12.2%	13.9%	14.0%	13.4%
State	4.8%	4.9%	4.9%	4.9%

Although CASD provided services to students inside the regular class 80% or more of the day at a higher rate than the state in 2017-2018, professional development and training for special education teachers during the 2018-19 school year may account for some discrepancies during the 2017-2018 school year. After the Special Education Department conducted student file reviews identifying incorrect Penn Data and Level of Support calculations in some student's IEPs, the Special Education teachers received professional development at the start of the 2018-2019 school year on calculating Penn Data and identifying level of support. Inclusionary practices and training support the efforts to increase the students' success with the general education curriculum in the general education classrooms.

After review of the LRE data for special education inside the regular class less than 40%, a need exists to further expand upon the continuum of services provided to students to include co-teaching and opportunities for explicit, direct instruction for some students when supplementary aids and services within the regular education environment cannot be achieved satisfactorily. Research based direct instruction include all aspects of the core curriculum. In addition, some students require direct instruction with social skills and organizational skills that are outlined with frequency, location and specific skills within individual IEP document. Based upon the IEP team decision, direct instruction of academic and behavioral content occurs in the general education classroom or in a special education classroom and may be delivered by a general education teacher, therapist, special education teacher or personnel identified in the student's IEP.

The Coatesville Area School District's percentage of students receiving special education in other settings is higher than the state. IEP team members consider general education programming with supplementary aids and services as an initial option and must be rejected by the team based upon data. When considering a more restrictive environment, the IEP team members must discuss and document the interventions utilized.

Supplemental and Full-time programming within a District building may be considered for a student. Supplemental and Full-Time programming refers to the percentage of time a student receives specially designed instruction. These levels of programming may include the general education curriculum and/or an intervention or replacement curriculum. The time a student receives related services such as Occupational Therapy, Speech and

Language Therapy and others can be considered part of a student's supplemental or full-time programming. The location of supports and services is determined by the IEP team. Explicit and direct instruction programming outside of the District buildings may be considered when other placements options within the district would not provide the student with a Free and Appropriate Public Education. Some options may include, but not limited to, placement in CCIU programs and Approved Private Schools.

The CASD continues to expand upon 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 through professional development, intervention materials, contracting with additional staff and Social Emotional Learning Program for students. The CCIU provides Technical Assistance Consultation for specific needs within the buildings. These consultants have worked with student's IEP teams, grade level teams and building teams to provide workshop training on strategies not limited to classroom management and behavior. Education Based Services (EBS) is also contracted for behavior specialists to assist IEP teams with the development and implementation of positive behavior support plans for individual students. Academic interventions are also available for students who may demonstrate a need for additional instruction to the core general curriculum. Students may participate in the Fountas and Pinnell's Leveled Literacy Intervention (LLI) in addition to Phonics and Word Study to further develop the foundations of reading. Teachers are being trained in the implementation of an explicit writing curriculum during the 2018-2019 school year. The district is exploring options for a mathematics intervention to support the research-based mathematics curriculum. This intervention will be available for students by the 2020-2021 school year. Social Emotional Learning is also addressed in the curriculum. Students in grades Kindergarten through Eighth participate in the Mind Up Program. Social skills instruction promotes pro-social behaviors for students in separate environments and are provided with opportunities to apply the skills in general education settings.

Transition services for students with disabilities in the least restrictive environment will also be expanded upon. The CASD is collaborating with the PEAL Center and George Washington University to develop a Transition Quality Empowerment Project where a community-based task force will identify the transition services in the community and how to strengthen the services within the students' least restrictive environment. For some identified students in grades nine through twelve, the curriculum is infused with the Council for Exception Children's Life Centered Education (LCE) which has mathematics and literacy instruction with social and life-skills embedded throughout. In addition, the CASD is participating in the Downingtown Thorndale Chamber of Commerce Business and Education Council to further develop the opportunities for all students to have employment and internship opportunities in addition to transition skills from local business in the community.

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.

Board Policy No. 113.2 Behavior Support for Students with Disabilities directs that the district's behavior support programs shall be based on positive rather than negative behavior techniques to ensure that students shall be free from demeaning treatment and unreasonable use of restraints or other aversive techniques. The use of restraints shall be considered a measure of last resort and shall only be used after other less restrictive measures, including de-escalation techniques. Behavior support programs and plans shall be based on a functional assessment of behavior and shall include a variety of research-based techniques to develop and maintain skills that will enhance students' opportunity for learning and self-fulfillment.

The Coatesville Area School District's schools have implemented school-wide positive behavior supports in elementary and middle school buildings. The Discipline, Compliance and Community Task Force formed during the 2017-2018 school year where the team met to discuss such topics as research on discipline and alternatives to suspension to identify a few. Input from teachers and the community was collected to develop a new student code of conduct for the 2018-2019 school year. Also, during the 2018-2019 school year, each building formed a Discipline Committee comprised of the Building Administrators and teachers. These committees reviewed discipline data for their respected buildings and determined pilot programs to implement and further collect data on the targeted students who had the most infractions. These pilot programs provided additional supports for students such as mentoring and more importantly a team approach to addressing students with frequent behaviors of concern while reinforcing the desired positive behaviors students are exhibiting.

Based upon Board Policy 113.2 adopted March 22, 2016, students with disabilities shall be educated in the least restrictive environment and shall only be placed in settings other than the regular education class when the nature or severity of the student's disability is such that education in the regular education class with the use of appropriate supplementary aids and services cannot be achieved satisfactorily. The IEP team for a student with a disability shall develop a positive behavior support plan if the student requires specific intervention to address behavior that interferes with learning. The identification, evaluation, and plan or program shall be conducted and implemented in accordance with state and federal laws and regulations. When students with disabilities who have behaviors that impede his/her learning or that of others have a team of professionals led by a contracted Board-Certified Behavior Analyst (BCBA) with input from the parent and student conduct a Functional Behavior Assessment (FBA) to determine the behaviors of concern and the context of these behaviors. The team analyzes the antecedent behaviors

that occur prior to the identified behavior. What occurs after the behavior is also analyzed. A School Psychologist will provide consultation to the team, too. Upon completion of the FBA, a Positive Behavior Support Plan (PBSP) is generated by the team including input from the student in the form of an interest survey or other information gathering tool. This PBSP will systematically address the behaviors of concern and reinforce newly learned, appropriate replacement skills using positive reinforcers. Replacement behaviors will be directly taught by a teacher, Behavior Specialist or a Counselor in a setting determined by the IEP team and outlined within the PBSP. The behavioral goals will be monitored and adjusted through the IEP team process. BCBA's and Behavior Support Consultants (BSC) are contracted by the district to train and coach the staff with the implementation of behavioral techniques and strategies to support the students. When a documented need exists, some students require one-on-one support to assist with the implementation of a PBSP. For students exhibiting more intensive behaviors, the district contracts for Registered Behavior Technicians (RBT) to assist in implementing a student's PBSP.

The Coatesville Area School District also utilizes the Chester Counter Intermediate Unit's TaC team to provide professional development for teachers and staff in positive behavior supports, de-escalation techniques and responses to behavior that may require immediate intervention.

In the summer of 2018, the CASD trained four administrators to be on-site trainers of QBS, Inc. Safety Care Crisis Prevention. These trainers conduct trainings for staff on de-escalation techniques. The CASD will develop a protocol to ensure every staff member working with students with challenging behaviors is trained in a systematic process.

Currently, the CASD contracts for seven full-time Licensed Social Workers who work with students requiring mental health support as part of their IEP or 504 Plan.   A mental health screening will be conducted on a student to determine if that support would be beneficial to the student. The Licensed Social Workers also participate and conduct suicide and violence risk assessments along with the school counselors. Students receive school-based behavioral health services at a frequency determined by the IEP team.

Also, to address the signs of mental illness and substance abuse, students and staff participate in, Mental Health First Aide Training which is a national program to identify, understand and teach the skills to respond. This training is not specific to special education.

Based upon the identified needs of the students, the Coatesville Area School District will continue to expand upon the community partnerships, training and supports for the students.

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 Coatesville Area School District (CASD) provides a continuum of services for students identified under Pennsylvania Chapter 14 regulations to ensure FAPE in the least restrictive environment. Each student's IEP team reviews the student's progress and identifies when the supports and services need to be increased through the accommodations to the instruction and/or environment. Supports and services include but are not limited to: conducting a SETT evaluation through the CCIU to determine assistive technology needs, updating a Functional Behavior Assessment and Positive Behavior Support Plan, evaluation by a reading specialist, evaluation by a Psychiatrist, screenings for related services, CCIU TaC Autism consultation, Behavior Specialist support, or a lower staff to student ratio. Educational placement options are available for students with disabilities within the general education school setting and through various programs with the CCIU and Approved Private Schools. When appropriate for a student with Autism, contracted services with the CCIU, ABA Today and EBS provide supports for the student and the IEP team. The CASD employs Supervisors of Special Education who assist IEP teams with available programming for students. All community-based agencies are welcome and encouraged to attend IEP meetings for students to further the collaboration and strengthen the connection between services provided in the student's home environment and the school environment. Some IEP teams have participated in intensive interagency coordination with the CCIU to work toward the goal of ensuring FAPE for an individual student. These cases are reviewed with the Bureau of Special Education to determine how LEAs or IUs can further build capacity within programming.

As per state guidelines, the Coatesville Area School District reports students with disabilities who are placed on instruction conducted in the home or who receive homebound instruction through the Special Education Students @ Home Reporting System, so that the Department can determine whether these students require intensive interagency coordination.

Placements currently not available within the LEA include partial hospitalization programs or programming to support a student experiencing substance abuse. The CASD utilizes the following CCIU programs with success for students:

- CARE is a school-based, partial hospitalization program that provides a clinical and alternative education environment for children, ages 6 through 10 years old, who have been diagnosed with significant mental health disorders, such as oppositional defiant disorders, a conduct disorder, mood disorders and/or an anxiety disorder.

- TEACH is a school-based therapeutic program that provides a clinical and alternative education environment for children, ages 6 through 13 years old, who have been diagnosed with a significant mental health disorder, such as oppositional defiant disorder, a conduct disorder, a mood disorder, an anxiety disorder and/or an attention deficit/hyperactivity disorder.

- REACH is a school-based, partial hospitalization program that provides a clinical and alternative education environment for children, ages 14 through 21 years old who have been diagnosed with significant mental health disorders such as oppositional defiant disorder, a conduct disorder, mood disorder, and/or an anxiety disorder.

- GATEWAY offers both middle and high school programming with smaller academic and elective classroom environments along with mental health counseling for students with disabilities ho exhibit mild to moderate adjustment difficulties.

- CHANGES is an alternative high school program that addresses the academic, social, emotional and behavioral needs of students who are not making progress in a traditional high school setting due to substance abuse. Changes provides an opportunity for students to receive an integrated program of treatment for substance abuse with individualized, rigorous academics in a small, caring and personalized setting. The goal of the program is to provide students with he skills to maintain sobriety, achieve academic success, succeed in the workplace, transition into the community and return to the regular school environment.

During the life of this plan, the CASD intends to expand upon the continuum of services by providing additional resources for interventions that can be considered by IEP teams to create individualized educational programming for each student. Over the past few years, some students are enrolling from early intervention programs that require Autism Support with a Verbal Behavior integration. The CASD is will have opportunities for staff development with ABA techniques and provide further behavioral and material resources to provide these supports within the general education school for those students in which the general education school is the Least Restrictive Environment. In addition, further transition services will be explored for students to receive employment and independent living skills within the Coatesville Area School District. Some students currently participate in the CCIU Transition to Work Program and Transitional Living Program to develop those skills. Another CCIU program, CHAMP, provides community based instruction for students with autism. The Transition Coordinator for the CCIU will work closely with the CASD to further share and develop educational programming to address the transition portion of each IEP where applicable. The behavioral and mental health supports and interventions contracted through EBS and the CCIU are also expanding the continuum of services. Within the next three years, every building in the District will have a Behavior Specialist to support students and teachers in the development, revision and implementation of Positive Behavior Support Plans and provide classroom management strategies to teachers.

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
Project Concern Treatment Unit for Boys II (adjudicated) 112 West Lincoln Highway, Coatesville, PA 19320	Nonresident	Coatesville Area School District	20

Least Restrictive Environment Facilities

Facility Name	Type of Facility	Type of Service	Number of Students Placed
Avon Grove High School/Chester County Intermediate Unit	Neighboring School Districts	Multiple Disabilities Support	1
Camp Hill Special School	Approved Private Schools	Autistic Support	5
CARE- Chester County Intermediate Unit	Other	Emotional Support- Partial Hospitalization Program	5
Child and Career Developmental Center- Chester County Intermediate Unit	Other	Autistic Support	9
Child and Career Developmental Center- Chester County Intermediate Unit	Other	Emotional Support	21
Child and Career Developmental Center- Chester County Intermediate Unit	Other	Learning Support	19
Child and Career Developmental Center- Chester County Intermediate Unit	Other	Learning Support- Career Academy	23
Child and Career Developmental Center- Chester County Intermediate Unit	Other	Life Skills Support	20
Child and Career Developmental Center- Chester County Intermediate Unit	Other	Multiple Disabilities Support	21
CHAAMP- Chester County Intermediate Unit	Other	Autistic Support	3
Devereux Cares	Approved	Autistic Support	3

Facility Name	Type of Facility	Type of Service	Number of Students Placed
	Private Schools		
Devereux Mapleton/Day School	Approved Private Schools	Emotional Support	3
Devereux Brandywine	Approved Private Schools	Emotional Support	4
Devereux Kanner	Approved Private Schools	Life Skills Support	5
Devereux Kanner	Approved Private Schools	Multiple Disabilities Support	2
Glen Mills	Other	Emotional Support	2
Martin Luther School	Approved Private Schools	Emotional Support	1
Octorara High School/Chester County Intermediate Unit	Neighboring School Districts	Life Skills Support	2
Octorara Middle School/Chester County Intermediate Unit	Other	Autistic Support	1
Overbrook School for the Blind	Approved Private Schools	Vision Support	1
Pathway School	Approved Private Schools	Autistic Support	1
REACH- Child and Career Developmental Center- Chester County Intermediate Unit	Other	Emotional Support- Partial Hospitalization Program	6
TEACH- Child and Career Developmental Center- Chester County Intermediate Unit	Other	Emotional Support- Partial Hospitalization Program	7
Timothy School	Approved Private Schools	Autistic Support	8
Unionville Elementary School/Chester County Intermediate Unit	Neighboring School Districts	Multiple Disabilities Support	1
Vanguard	Approved Private Schools	Autistic Support	13
OPTIONS- Chester County Learning Center- Chester County Intermediate Unit	Other	Emotional Support	10
Gateway- Chester County Intermediate Unit	Other	Emotional Support	6
Melmark School	Approved Private Schools	Life Skills Support	1
Melmark School	Approved Private Schools	Autistic Support	1
Octorara Primary	Neighboring	Autistic Support	1

Facility Name	Type of Facility	Type of Service	Number of Students Placed
School/Chester County Intermediate Unit	School Districts		
Royer- Greaves School for the Blind	Approved Private Schools	Vision Support	2
Technical College High School Pickering Campus- Chester County Intermediate Unit	Other	Emotional Support	2
Transitional Living Program- Chester County Intermediate Unit	Neighboring School Districts	Learning Support	1
Wordsworth Academy	Approved Private Schools	Emotional Support	1

Special Education Program Profile

Program Position #1

Operator: School District

PROGRAM DETAILS

Type: Class

Implementation Date: March 16, 2015

Reason for the proposed change: Added new program segments

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	1	0.25
Locations:				
East Fallowfield	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	13	0.26
Locations:				
East Fallowfield	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Blind or Visually Impaired Support	5 to 8	1	0.02
Locations:				
East Fallowfield	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Autistic Support	5 to 8	2	0.17
Locations:				
East Fallowfield	An Elementary School Building	A building in which General Education programs are operated		

Program Position #2

Operator: School District

PROGRAM DETAILS

Type: Class

Implementation Date: January 4, 2016

Reason for the proposed change: Deleted a segment

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	1	0.05
Locations:				
East Fallowfield	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	8 to 11	12	0.24
Locations:				
East Fallowfield	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Autistic Support	8 to 11	2	0.17
Locations:				
East Fallowfield	An Elementary School Building	A building in which General Education programs are operated		

Program Position #3

Operator: School District

PROGRAM DETAILS

Type: Class

Implementation Date: July 30, 2018

Reason for the proposed change: Closing of Friendship Elementary School

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	4	0.2
Locations:				
Reeceville	An Elementary School Building	A building in which General Education programs are		

Type of Support	Level of Support	Age Range	Caseload	FTE
		operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	6 to 9	10	0.2
Locations:				
Reeceville	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	6 to 9	1	0.02
Locations:				
Reeceville	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Autistic Support	6 to 9	2	0.16
Locations:				
Reeceville	An Elementary School Building	A building in which General Education programs are operated		

Program Position #4

Operator: School District

PROGRAM DETAILS

Type: Class

Implementation Date: July 30, 2018

Reason for the proposed change: Closing of Friendship Elementary

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	1	0.05
Locations:				
King's Highway	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	8 to 11	15	0.3
Locations:				
King's Highway	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Autistic Support	8 to 11	1	0.01
Locations:				
King's Highway	An Elementary	A building in which General		

	School Building	Education programs are operated		

Program Position #5

Operator: School District

PROGRAM DETAILS

Type: Class

Implementation Date: July 30, 2018

Reason for the proposed change: Closing of Friendship Elementary

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Autistic Support	5 to 8	6	0.75
Locations:				
East Fallowfield	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Autistic Support	5 to 8	3	0.25
Locations:				
East Fallowfield	An Elementary School Building	A building in which General Education programs are operated		

Program Position #6

Operator: School District

PROGRAM DETAILS

Type: Class

Implementation Date: July 30, 2018

Reason for the proposed change: Closing of Friendship Elementary

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Autistic Support	8 to 11	5	0.62
Locations:				
Caln	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Autistic Support	8 to 11	1	0.08
Locations:				
Caln	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	8 to 11	4	0.2

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

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	8 to 11	1	0.02
Locations:				
Caln	An Elementary School Building	A building in which General Education programs are operated		

Program Position #7

Operator: School District

PROGRAM DETAILS

Type: Class

Implementation Date: March 16, 2015

Reason for the proposed change: Changed location and added a segment

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	8 to 11	4	0.5
Locations:				
Rainbow	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Life Skills Support	5 to 8	5	0.42
Locations:				
Rainbow	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	8 to 11	1	0.05
Locations:				
Rainbow	An Elementary School Building	A building in which General Education programs are operated		

Program Position #8

Operator: School District

PROGRAM DETAILS

Type: Class

Implementation Date: July 30, 2018

Reason for the proposed change: Closing of Friendship Elementary

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	8 to 11	2	0.1
Locations:				
Reeceville	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Life Skills Support	8 to 11	2	0.1
Locations:				
Reeceville	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	8 to 11	3	0.15
Locations:				
Reeceville	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	8 to 11	7	0.14
Locations:				
Reeceville	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Autistic Support	8 to 11	2	0.16
Locations:				
Reeceville	An Elementary School Building	A building in which General Education programs are operated		

Program Position #9

Operator: School District

PROGRAM DETAILS

Type: Class

Implementation Date: January 4, 2016

Reason for the proposed change: Removed segments

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

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	5 to 8	6	0.12
Locations:				
Kings Highway	An Elementary School Building	A building in which General Education programs are operated		

Program Position #10

Operator: School District

PROGRAM DETAILS

Type: Class

Implementation Date: January 4, 2016

Reason for the proposed change: Added Segment

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	2	0.1
Locations:				
Kings Highway	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	8 to 11	5	0.1
Locations:				
King's Highway	An Elementary School Building	A building in which General Education programs are operated		

Program Position #11

Operator: School District

PROGRAM DETAILS

Type: Class

Implementation Date: January 4, 2016

Reason for the proposed change: Added segments

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	1	0.05
Locations:				
Rainbow	An Elementary	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	11	0.22
Locations:				
Rainbow	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	5 to 8	1	0.05
Locations:				
Rainbow	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	5 to 8	2	0.04
Locations:				
Rainbow	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	5 to 8	1	0.05
Locations:				
Rainbow	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Autistic Support	5 to 8	1	0.12
Locations:				
Rainbow	An Elementary School Building	A building in which General Education programs are operated		

Program Position #12
Operator: School District
PROGRAM DETAILS
Type: Class
Implementation Date: March 16, 2015
Reason for the proposed change: Added Segments
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	1	0.05

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

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	8 to 11	17	0.34
Locations:				
Rainbow	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	8 to 11	2	0.04
Locations:				
Rainbow	An Elementary School Building	A building in which General Education programs are operated		

Program Position #13

Operator: School District

PROGRAM DETAILS

Type: Class

Implementation Date: January 4, 2016

Reason for the proposed change: Added segment

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	1	0.05
Locations:				
Rainbow	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	8 to 11	13	0.26
Locations:				
Rainbow	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	8 to 11	1	0.05
Locations:				
Rainbow	An Elementary School Building	A building in which General Education programs are operated		

Program Position #14

      Operator: School District

      PROGRAM DETAILS

            Type: Class

            Implementation Date: January 4, 2016

            Reason for the proposed change: Added Segments

      PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Autistic Support	5 to 8	1	0.08
Locations:				
Rainbow	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	0.16
Locations:				
Rainbow	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	5 to 8	4	0.2
Locations:				
Rainbow	An Elementary School Building	A building in which General Education programs are operated		

Program Position #15

      Operator: School District

      PROGRAM DETAILS

            Type: Class

            Implementation Date: March 16, 2015

            Reason for the proposed change: Added Segments

      PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Autistic Support	8 to 11	3	0.37
Locations:				
Rainbow	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Autistic Support	5 to 8	1	0.08
Locations:				
Rainbow	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Autistic Support	5 to 8	1	0.12
Locations:				
Rainbow	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	5 to 8	3	0.15
Locations:				
Rainbow	An Elementary School Building	A building in which General Education programs are operated		

Program Position #16

   Operator: School District
   PROGRAM DETAILS
     Type: Class
     Implementation Date: January 4, 2016
     Reason for the proposed change: Added Segments
   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	4	0.2
Locations:				
Reeceville	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	0.2
Locations:				
Reeceville	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	5 to 8	1	0.02
Locations:				
Reeceville	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	5 to 8	1	0.05
Locations:				
Reeceville	An Elementary School Building	A building in which General Education programs are		

		operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Autistic Support	5 to 8	1	0.08
Locations:				
Reeceville	An Elementary School Building	A building in which General Education programs are operated		

Program Position #17

       Operator: School District

       PROGRAM DETAILS

           Type: Class

           Implementation Date: January 4, 2016

           Reason for the proposed change: Added Segments

       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	15	0.75
Locations:				
Reeceville	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	8 to 11	2	0.04
Locations:				
Reeceville	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	8 to 11	1	0.05
Locations:				
Reeceville	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Autistic Support	8 to 11	1	0.12
Locations:				
Reeceville	An Elementary School Building	A building in which General Education programs are operated		

Program Position #18

Operator: School District

PROGRAM DETAILS

Type: Class

Implementation Date: March 16, 2015

Reason for the proposed change: Added Segments

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	2	0.1
Locations:				
Reeceville	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	5 to 8	2	0.04
Locations:				
Reeceville	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	3	0.06
Locations:				
Reeceville	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	5 to 8	1	0.05
Locations:				
Reeceville	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Autistic Support	5 to 8	3	0.25
Locations:				
Reeceville	An Elementary School Building	A building in which General Education programs are operated		

Program Position #19
>> *Operator:* School District
>> **PROGRAM DETAILS**
>>> *Type:* Class
>>> *Implementation Date:* January 4, 2016
>>> *Reason for the proposed change:* Added Segments
>> **PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	8 to 11	3	0.15
Locations:				
Reeceville	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	8 to 11	8	0.16
Locations:				
Reeceville	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Autistic Support	8 to 11	3	0.25
Locations:				
Reeceville	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	8 to 11	5	0.25
Locations:				
Reeceville	An Elementary School Building	A building in which General Education programs are operated		

Program Position #20
>> *Operator:* School District
>> **PROGRAM DETAILS**
>>> *Type:* Class
>>> *Implementation Date:* January 4, 2016
>>> *Reason for the proposed change:* Added Segments
>> **PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	12 to 15	7	0.35
Locations:				
Scott	A Middle	A building in which General		

	School Building	Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	12 to 15	6	0.12
Locations:				
Scott	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	12 to 15	1	0.05
Locations:				
Scott	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	12 to 15	1	0.02
Locations:				
Scott	A Junior High School Building	A building in which General Education programs are operated		

Program Position #21
>*Operator:* School District
>**PROGRAM DETAILS**
>>*Type:* Class
>>*Implementation Date:* March 16, 2015
>>*Reason for the proposed change:* Added segment.
>**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	12 to 15	5	0.25
Locations:				
Scott	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	12 to 15	8	0.16
Locations:				
Scott	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE

Itinerant	Emotional Support	12 to 15	1	0.02
Locations:				
Scott Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #22

Operator: School District

PROGRAM DETAILS

Type: Class

Implementation Date: January 4, 2016

Reason for the proposed change: Segment added

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	12 to 15	1	0.05
Locations:				
Scott	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	12 to 15	13	0.26
Locations:				
Scott	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	12 to 15	1	0.05
Locations:				
Scott Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #23

Operator: School District

PROGRAM DETAILS

Type: Class

Implementation Date: March 16, 2015

Reason for the proposed change: Segment added

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	12 to 15	9	0.18
Locations:				
Scott	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	12 to 15	3	0.15
Locations:				
Scott	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Autistic Support	12 to 15	1	0.08
Locations:				
Scott Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #24
> *Operator:* School District
> **PROGRAM DETAILS**
>> *Type:* Class
>> *Implementation Date:* January 4, 2016
>> *Reason for the proposed change:* removed segments
> **PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Autistic Support	12 to 15	8	1
Locations:				
Scott	A Middle School Building	A building in which General Education programs are operated		

Program Position #25
> *Operator:* School District
> **PROGRAM DETAILS**
>> *Type:* Class
>> *Implementation Date:* January 4, 2016
>> *Reason for the proposed change:* Segment added
> **PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	11 to 14	11	0.22
Locations:				
NBMS	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	11 to 14	2	0.04
Locations:				

NBMS	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Autistic Support	11 to 14	1	0.12
Locations:				
NBMS	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	11 to 14	1	0.05
Locations:				
NBMS	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	12 to 15	1	0.05
Locations:				
NBMS	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	12 to 15	1	0.05
Locations:				
NBMS	A Middle School Building	A building in which General Education programs are operated		

Program Position #26

Operator: School District

PROGRAM DETAILS

Type: Class

Implementation Date: January 4, 2016

Reason for the proposed change: Segment added

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	12 to 15	2	0.1
Locations:				
North Brandywine Middle	A Middle	A building in which General		

School	School Building	Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	12 to 15	10	0.2
Locations:				
North Brandywine Middle School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	12 to 15	2	0.04
Locations:				
NBMS	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	12 to 15	1	0.05
Locations:				
NBMS	A Middle School Building	A building in which General Education programs are operated		

Program Position #27

Operator: School District

PROGRAM DETAILS

Type: Class

Implementation Date: January 4, 2016

Reason for the proposed change: Segment Added

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	12 to 15	2	0.1
Locations:				
North Brandywine Middle School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	12 to 15	8	0.16
Locations:				
North Brandywine Middle School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	12 to 15	4	0.08
Locations:				
NBMS	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Autistic Support	12 to 15	2	0.16
Locations:				
NBMS	A Middle School Building	A building in which General Education programs are operated		

Program Position #28

>Operator: School District
>**PROGRAM DETAILS**
>>Type: Class
>>Implementation Date: January 4, 2016
>>Reason for the proposed change: Added
>**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	11 to 14	11	0.22
Locations:				
North Brandywine Middle School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	11 to 14	1	0.05
Locations:				
North Brandywine Middle School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	11 to 14	2	0.04
Locations:				
North Brandywine	A Middle School Building	A building in which General Education programs are operated		

Program Position #29

>Operator: School District
>**PROGRAM DETAILS**
>>Type: Class
>>Implementation Date: January 4, 2016

Reason for the proposed change: Segment Added

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	11 to 14	17	0.24
Locations:				
North Brandywine Middle School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	11 to 14	3	0.15
Locations:				
North Brandywine Middle School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	11 to 14	2	0.04
Locations:				
NBMS	A Middle School Building	A building in which General Education programs are operated		

Program Position #30

Operator: School District

PROGRAM DETAILS

Type: Class

Implementation Date: March 16, 2015

Reason for the proposed change: Added Segment

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	11 to 14	15	0.28
Locations:				
South Brandywine Middle School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	11 to 14	1	0.05
Locations:				
South Brandywine Middle School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	11 to 14	1	0.02
Locations:				
South Brandywine Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #31

   Operator: School District
   PROGRAM DETAILS
      Type: Class
      Implementation Date: January 4, 2016
      Reason for the proposed change: A change in the teacher's caseload.
   PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	11 to 14	1	0.05
Locations:				
South Brandywine Middle School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	11 to 14	17	0.34
Locations:				
South Brandywine Middle School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	11 to 14	2	0.04
Locations:				
South Brandywine	A Middle School Building	A building in which General Education programs are operated		

Program Position #32

   Operator: School District
   PROGRAM DETAILS
      Type: Class
      Implementation Date: January 4, 2016
      Reason for the proposed change: Type of Support Changed due to enrollment of students.
   PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	11 to 14	1	0.05
Locations:				
South Brandywine Middle	A Middle	A building in which General		

School	School Building	Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	11 to 14	13	0.26
Locations:				
South Brandywine Middle School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	11 to 14	3	0.06
Locations:				
South Brandywine	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	11 to 14	1	0.05
Locations:				
South Brandywine	A Middle School Building	A building in which General Education programs are operated		

Program Position #33

Operator: School District

PROGRAM DETAILS

Type: Class

Implementation Date: January 4, 2016

Reason for the proposed change: segments added

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	7	0.35
Locations:				
Caln	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	8 to 11	10	0.2
Locations:				
Caln	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than	Life Skills Support	8 to 11	1	0.05

80% but More Than 20%)				
Locations:				
Caln	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Autistic Support	8 to 11	2	0.25
Locations:				
Caln	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	8 to 11	1	0.02
Locations:				
Caln	An Elementary School Building	A building in which General Education programs are operated		

Program Position #34

Operator: School District

PROGRAM DETAILS

Type: Class

Implementation Date: January 4, 2016

Reason for the proposed change: segment added

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	4	0.2
Locations:				
Caln	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	7	0.14
Locations:				
Caln	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	5 to 8	1	0.02
Locations:				
Caln	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE

Supplemental (Less Than 80% but More Than 20%)	Emotional Support	5 to 8	1	0.05
Locations:				
Caln	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Autistic Support	5 to 8	1	0.08
Locations:				
Caln	An Elementary School Building	A building in which General Education programs are operated		

Program Position #35

      Operator: School District

      PROGRAM DETAILS

         Type: Class

         Implementation Date: March 16, 2015

         Reason for the proposed change: Added Segment

      PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	11 to 15	4	0.08
Locations:				
South Brandywine Middle School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	11 to 15	15	0.5
Locations:				
South Brandywine Middle School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	11 to 14	1	0.02
Locations:				
South Brandywine Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #36

      Operator: School District

      PROGRAM DETAILS

         Type: Class

         Implementation Date: March 16, 2015

Reason for the proposed change: Added Segment and Changed type of support

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	11 to 15	5	0.25
Locations:				
South Brandywine Middle School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Autistic Support	11 to 15	3	0.25
Locations:				
South Brandywine Middle School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Autistic Support	11 to 15	4	0.5
Locations:				
South Brandywine Middle Schoool	A Middle School Building	A building in which General Education programs are operated		

Program Position #37

Operator: School District

PROGRAM DETAILS

Type: Class

Implementation Date: January 4, 2016

Reason for the proposed change: Added Segment

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	11 to 15	1	0.05
Locations:				
South Brandywine Middle School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	11 to 15	25	0.5
Locations:				
South Brandywine Middle School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Autistic Support	11 to 15	1	0.08
Locations:				
South Brandywine Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #38

        Operator: School District

        PROGRAM DETAILS

            Type: Class

            Implementation Date: January 4, 2016

            Reason for the proposed change: segment added

        PROGRAM SEGMENTS

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

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 18	3	0.15
Locations:				
Intermediate High School	A Junior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	14 to 18	3	0.06
Locations:				
Intermediate High School	A Junior High School Building	A building in which General Education programs are operated		

Program Position #39

        Operator: School District

        PROGRAM DETAILS

            Type: Class

            Implementation Date: January 4, 2016

            Reason for the proposed change: segment added

        PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 18	4	0.2
Locations:				

Intermediate High School	A Junior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 18	23	0.46
Locations:				
Intermediate High School	A Junior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	14 to 18	3	0.06
Locations:				
Intermediate High School	A Junior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Autistic Support	14 to 18	1	0.08
Locations:				
Intermediate High School	A Junior High School Building	A building in which General Education programs are operated		

Program Position #40

Operator: School District

PROGRAM DETAILS

Type: Class

Implementation Date: January 4, 2016

Reason for the proposed change: segment added

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 18	4	0.2
Locations:				
Intermediate High School	A Junior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 18	20	0.4
Locations:				
Intermediate High School	A Junior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	14 to 18	1	0.02
Locations:				
Intermediate High School	A Junior High School Building	A building in which General Education programs are operated		

Program Position #41

       Operator: School District

       PROGRAM DETAILS

              Type: Class

              Implementation Date: March 16, 2015

              Reason for the proposed change: segment added

       PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 18	22	0.44
Locations:				
Intermediate High School	A Junior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 18	5	0.25
Locations:				
Intermediate High School	A Junior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	14 to 18	1	0.05
Locations:				
Intermediate High School	A Junior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	14 to 18	2	0.04
Locations:				
Intermediate High School	A Junior High School Building	A building in which General Education programs are operated		

Program Position #42

       Operator: School District

       PROGRAM DETAILS

              Type: Class

              Implementation Date: January 4, 2016

              Reason for the proposed change: segment added

       PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 18	29	0.58
Locations:				
Intermediate High School	A Junior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 18	2	0.1
Locations:				
Intermediate High School	A Junior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	14 to 18	2	0.04
Locations:				
Intermediate High School	A Junior High School Building	A building in which General Education programs are operated		

Program Position #44

       Operator: School District

       PROGRAM DETAILS

              Type: Class

              Implementation Date: March 16, 2015

              Reason for the proposed change: segment added

       PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	14 to 18	8	0.4
Locations:				
Intermediate High School	A Junior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	14 to 18	2	0.04
Locations:				
Intermediate High School	A Junior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Autistic Support	14 to 18	1	0.08
Locations:				
Intermediate High School	A Junior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Autistic Support	14 to 18	1	0.12
Locations:				
Intermediate High School	A Junior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 18	6	0.12
Locations:				
Intermediate High School	A Junior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 18	3	0.15
Locations:				
Intermediate High School	A Junior High School Building	A building in which General Education programs are operated		

Program Position #45
> *Operator:* School District
> **PROGRAM DETAILS**
> > *Type:* Class
> > *Implementation Date:* January 4, 2016
> > *Reason for the proposed change:* segment added
> **PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 18	23	0.46
Locations:				
Intermediate High School	A Junior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 18	6	0.3
Locations:				
Intermediate High School	A Junior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	14 to 18	3	0.06
Locations:				
Intermediate High School	A Junior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	14 to 18	1	0.05
Locations:				
Intermediate High School	A Junior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Autistic Support	14 to 18	1	0.08
Locations:				
Intermediate High School	A Junior High School Building	A building in which General Education programs are operated		

Program Position #46

  Operator: School District

  PROGRAM DETAILS

    Type: Class

    Implementation Date: August 29, 2016

    Reason for the proposed change: Changed location and types of support

  PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	8 to 11	8	0.16
Locations:				
King's Highway	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	8 to 11	5	0.25
Locations:				
King's Highway	An Elementary School Building	A building in which General Education programs are operated		

Program Position #47

  Operator: School District

  PROGRAM DETAILS

    Type: Class

    Implementation Date: January 4, 2016

    Reason for the proposed change: Segment added

  PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	16 to 20	2	0.1
Locations:				
High School Campus (11/12 Building)	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	16 to 20	26	0.52
Locations:				
High School Campus (11/12 Building)	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	16 to 20	1	0.05
Locations:				
High School Campus (11/12 Center)	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Autistic Support	16 to 20	2	0.25
Locations:				
CASH	A Senior High School Building	A building in which General Education programs are operated		

Program Position #48

Operator: School District

PROGRAM DETAILS

Type: Class

Implementation Date: January 4, 2016

Reason for the proposed change: Segment added

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	16 to 20	28	0.56
Locations:				
High School Campus (11/12 Building)	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	16 to 20	4	0.2
Locations:				
High School Campus (11/12 Building)	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	16 to 20	4	0.08
Locations:				
High School Campus (11/12 Center)	A Senior High School Building	A building in which General Education programs are operated		

Program Position #49

Operator: School District

PROGRAM DETAILS

Type: Class

Implementation Date: January 4, 2016
Reason for the proposed change: Segment Added

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	16 to 20	1	0.05
Locations:				
High School Campus (11/12 Building)	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	16 to 20	26	0.52
Locations:				
High School Campus (11/12 Building)	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	16 to 20	2	0.04
Locations:				
High School Campus (11/12 Center)	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Autistic Support	16 to 20	1	0.08
Locations:				
CASH	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Autistic Support	16 to 20	1	0.12
Locations:				
CASH	A Senior High School Building	A building in which General Education programs are operated		

Program Position #50

      Operator: School District

      PROGRAM DETAILS

        Type: Class

        Implementation Date: March 16, 2015

        Reason for the proposed change: Segment added

      PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	17 to 21	26	0.52

Locations:				
HS Campus (11/12)	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Life Skills Support	17 to 21	2	0.1
Locations:				
High School Campus (11/12 Building)	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	17 to 21	1	0.05
Locations:				
CASH	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	16 to 20	8	0.16
Locations:				
CASH	A Senior High School Building	A building in which General Education programs are operated		

Program Position #51
Operator: School District
PROGRAM DETAILS
Type: Class
Implementation Date: March 16, 2015
Reason for the proposed change: Segment added
PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	16 to 20	29	0.58
Locations:				
High School Campus (11/12 Building)	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Life Skills Support	16 to 20	2	0.1
Locations:				
High School Campus (11/12 Building)	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	17 to 21	1	0.05
Locations:				

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

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	16 to 20	3	0.06
Locations:				
CASH	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Autistic Support	16 to 20	2	0.16
Locations:				
CASH	A Senior High School Building	A building in which General Education programs are operated		

Program Position #53

      Operator: School District

      PROGRAM DETAILS

          Type: Class

          Implementation Date: January 4, 2016

          Reason for the proposed change: segment added

      PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 21	25	0.5
Justification: Cyber Academy				
Locations:				
Cyber Academy (located at Scott Middle School)	A Junior/Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 21	4	0.2
Justification: Cyber Academy				
Locations:				
Cyber Academy (located at Scott Middle School)	A Junior/Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	14 to 21	9	0.18
Justification: Cyber Academy				
Locations:				
Cyber Academy (located at Scott Middle School)	A Junior/Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	14 to 21	1	0.05
Justification: Cyber Academy				
Locations:				
Cyber Academy (located at Scott Middle School)	A Junior/Senior High School Building	A building in which General Education programs are operated		

Program Position #54

     Operator: School District
     PROGRAM DETAILS
        Type: Class
        Implementation Date: March 16, 2015
        Reason for the proposed change: segment added
     PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	6 to 9	5	0.1
Locations:				
Caln	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	6 to 9	2	0.1
Locations:				
Caln Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Deaf and Hearing Impaired Support	6 to 9	1	0.02
Locations:				
Caln	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Deaf and Hearing Impaired Support	6 to 9	1	0.06
Locations:				
Caln	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	6 to 9	4	0.06

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

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Autistic Support	6 to 9	4	0.33
Locations:				
Caln	An Elementary School Building	A building in which General Education programs are operated		

Program Position #55

      Operator: School District

      PROGRAM DETAILS

            Type: Class

            Implementation Date: January 4, 2016

            Reason for the proposed change: Segment added

      PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	16 to 20	1	0.1
Locations:				
High School Campus (11/12 Building)	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	16 to 20	6	0.3
Locations:				
High School Campus (11/12 Building)	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	16 to 20	30	0.6
Locations:				
High School Campus (11/12 Building)	A Senior High School Building	A building in which General Education programs are operated		

Program Position #57

      Operator: School District

      PROGRAM DETAILS

            Type: Class

            Implementation Date: March 16, 2015

            Reason for the proposed change: A change in the teacher's caseload.

      PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language	11 to 21	59	1

	Support			

Justification: At no time are students seen by the speech and language therapists in groups outside of the allowable age span. The speech and language therapist travels to various buildings and meets with her students within the allowable age span (NBMS, SBMS, Scott, Campus)

Locations:				
High School Campus (9/10 Center)	A Junior/Senior High School Building	A building in which General Education programs are operated		

Program Position #58

Operator: School District

PROGRAM DETAILS

Type: Class

Implementation Date: March 16, 2015

Reason for the proposed change: segment added

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	6 to 9	7	0.14
Locations:				
Caln	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	6 to 9	7	0.35
Locations:				
Caln	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Deaf and Hearing Impaired Support	6 to 9	1	0.06
Locations:				
Caln	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Autistic Support	6 to 9	2	0.16
Locations:				
Caln	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Autistic Support	6 to 9	1	0.12
Locations:				
Caln	An Elementary	A building in which General		

	School Building	Education programs are operated		

Program Position #59

  Operator: Outside Contractor for the School District
  PROGRAM DETAILS
    Type: Class
    Implementation Date: March 16, 2015
    Reason for the proposed change: Segment added
  PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	5 to 11	65	1
Justification: At no time are students seen by the speech and language therapist in groups outside of the allowable age span.				
Locations:				
Reeceville	An Elementary School Building	A building in which General Education programs are operated		

Program Position #60

  Operator: Outside Contractor for the School District
  PROGRAM DETAILS
    Type: Class
    Implementation Date: July 30, 2018
    Reason for the proposed change: Friendship Elementary Closed, so students
      were distributed among other buildings.
  PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	5 to 11	35	0.6
Justification: At no time are students seen by the speech and language therapist in groups outside of the allowable age span.				
Locations:				
Reeceville, Caln, King's Highway, East Fallowfield	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	5 to 11	15	0.23
Justification: At no time are students of a greater age range provided service at the same time.				
Locations:				
Reeceville	An Elementary School Building	A building in which General Education programs are operated		

Program Position #61

  Operator: Outside Contractor for the School District
  PROGRAM DETAILS
    Type: Class

Implementation Date: March 16, 2015

Reason for the proposed change: Segment added

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	5 to 11	52	1
Justification: At no time are students seen by the speech and language therapist in groups outside of the allowable age span.				
Locations:				
Rainbow	An Elementary School Building	A building in which General Education programs are operated		

Program Position #62

Operator: Outside Contractor for the School District

PROGRAM DETAILS

Type: Class

Implementation Date: March 16, 2015

Reason for the proposed change: A change in the teacher's caseload.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	5 to 11	29	0.5
Justification: At no time are students seen by the speech and language therapist in groups outside of the allowable age span.				
Locations:				
King's Highway Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #63

Operator: Outside Contractor for the School District

PROGRAM DETAILS

Type: Class

Implementation Date: March 16, 2015

Reason for the proposed change: A change in the teacher's caseload.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	5 to 11	51	0.8
Justification: At no time are students being seen by the speech and language therapists in groups outside of the allowable age span.				
Locations:				
East Fallowfield	An Elementary School Building	A building in which General Education programs are operated		

Program Position #64

Operator: Outside Contractor for the School District

PROGRAM DETAILS

Type: Class

Implementation Date: March 16, 2015
Reason for the proposed change: This assignment was transferred to a different elementary building.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	5 to 11	35	0.6
Justification: At no time are students seen by the speech and language therapists in groups outside of the allowable age span.				
Locations:				
Rainbow Elementary	An Elementary School Building	A building in which General Education programs are operated		

Program Position #65

       Operator: Intermediate Unit

       PROGRAM DETAILS

          Type: Class

          Implementation Date: March 16, 2015

          Reason for the proposed change: A change in the teacher's caseload.

       PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Deaf and Hearing Impaired Support	5 to 19	15	0.4
Justification: At no time are students being seen by the deaf and hearing impaired teacher in groups outside of the allowable age span. The deaf and hearing impaired teacher travels to various buildings (9/10 Center, North Brandywine Middle School, East Fallowfield, Friendship, and Rainbow) and meets with her students within the allowable age span.				
Locations:				
High School Campus (9/10 Center)	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Deaf and Hearing Impaired Support	5 to 19	1	0.1
Justification: At no time are students being seen by the deaf and hearing impaired teacher in groups outside of the allowable age span. The deaf and hearing impaired teacher travels to various buildings (9/10 Center, North Brandywine Middle School, East Fallowfield, Friendship, and Rainbow) and meets with her students within the allowable age span.				
Locations:				
High School Campus (9/10 Center)	A Senior High School Building	A building in which General Education programs are operated		

Program Position #66

       Operator: Intermediate Unit

       PROGRAM DETAILS

          Type: Class

          Implementation Date: March 16, 2015

          Reason for the proposed change: change in support

       PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	5 to 11	20	0.31
Justification: At no time are students being seen by the speech and language teacher in groups outside of the allowable age span.				
Locations:				
Caln	An Elementary School Building	A building in which General Education programs are operated		

Program Position #67

Operator: School District
PROGRAM DETAILS

Type: ClassandPosition

Implementation Date: January 4, 2016

Reason for the proposed change: Location and age range change

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	6 to 11	3	0.1
Justification: The students are never in the room at the same time. All grouped by age/grade.				
Locations:				
King's Highway	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	6 to 11	7	0.14
Justification: Students are provided service by age/grade. They are not in the same room at the same time.				
Locations:				
King's Highway	An Elementary School Building	A building in which General Education programs are operated		

Program Position #68

Operator: School District
PROGRAM DETAILS

Type: Class

Implementation Date: January 4, 2016

Reason for the proposed change: A change in the teacher's caseload.

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	6	0.3
Locations:				
Rainbow	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	8 to 11	13	0.26
Locations:				
Rainbow	An Elementary School Building	A building in which General Education programs are operated		

Program Position #69

  Operator: School District
  PROGRAM DETAILS
   Type: Class
   Implementation Date: January 4, 2016
   Reason for the proposed change: Deleted/Change segments and updated caseloads
  PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	8 to 11	2	0.04
Locations:				
East Fallowfield	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	8 to 11	17	0.34
Locations:				
East Fallowfield	An Elementary School Building	A building in which General Education programs are operated		

Program Position #70

  Operator: School District
  PROGRAM DETAILS
   Type: Class
   Implementation Date: January 4, 2016
   Reason for the proposed change: Removed segments
  PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	11 to 15	14	0.28
Locations:				
Scott Middle School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	11 to 15	2	0.04
Locations:				
Scott Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #71

       Operator: School District

       PROGRAM DETAILS

          Type: Class

          Implementation Date: January 4, 2016

          Reason for the proposed change: segment added

       PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	12 to 15	10	0.2
Locations:				
Scott Middle School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	12 to 15	1	0.05
Locations:				
Scott Middle School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	12 to 15	4	0.08
Locations:				
Scott Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #72

       Operator: School District

       PROGRAM DETAILS

          Type: Class

          Implementation Date: January 4, 2016

       PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	11 to 15	15	0.5
Locations:				
South Brandywine Middle School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	11 to 15	1	0.05
Locations:				
South Brandywine Middle School	A Middle School Building	A building in which General Education programs are		

		operated		

Program Position #73

Operator: School District

PROGRAM DETAILS

Type: Class

Implementation Date: January 4, 2016

Reason for the proposed change: Added Segments

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	11 to 15	3	0.06
Locations:				
South Brandywine Middle School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	11 to 15	4	0.2
Locations:				
South Brandywine Middle School	A Middle School Building	A building in which General Education programs are operated		

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

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Autistic Support	11 to 14	4	0.25
Locations:				
South Brandywine Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #74

Operator: School District

PROGRAM DETAILS

Type: Class

Implementation Date: February 1, 2016

Justification: Compliance for proximity to home, classroom location was marked as inappropriate.

Explain any unchecked boxes for facilities questions: The CONCERN program is for adjudicated youth and CYF placed students residing in a group home setting within the school boundaries. The staff members at CONCERN and the school district have determined via the coordination of care meeting that the student's needs can best be met at this program.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	14 to 18	2	0.04
Locations:				
CONCERN Program	A Junior/Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	14 to 18	4	0.2
Locations:				
CONCERN	A Junior/Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 18	2	0.04
Locations:				
CONCERN	A Junior/Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	14 to 18	1	0.06
Locations:				
CONCERN	A Junior/Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Learning Support	14 to 18	1	0.02
Locations:				
CONCERN	A Junior/Senior High School Building	A building in which General Education programs are operated		

Special Education Support Services

Support Service	Location	Teacher FTE

Certified School Psychologist	Scott Middle School and Cyber	1
Certified School Psychologist	North Brandywine Middle School and Reeceville Elementary	1
Certified School Psychologist	Rainbow Elementary	1
Certified School Psychologist	East Fallowfield Elementary and South Brandywine Middle School	1
Certified School Psychologist	HS Campus	1
Certified School Psychologist	9/10 Center and Caln Elementary	1
Supervisor of Special Education	Administration Building	3
Director of Special Education	CASD Admin Building	1
Paraprofessional (One on One)	Caln Elementary School	4
Paraprofessional (One on One)	East Fallowfield Elementary School	5
Paraprofessional (One on One)	Kings Highway Elementary School	3
Paraprofessional (One on One)	Reeceville Elementary School	5
Paraprofessional (One on One)	South Brandywine Middle School	7
Paraprofessional (One on One)	North Brandywine Middle School	8
Paraprofessional (One on One)	High School Campus (9/10 Center)	12
Paraprofessional (Classroom)	HS Campus (9/10 Center)	3
Paraprofessional (One on One)	High School Campus (11/12 Building)	11
Paraprofessional (One on One)	Scott Middle School	8
Paraprofessional (Classroom)	Scott Middle School	2
Paraprofessional (Classroom)	Rainbow Elementary School	2
Paraprofessional (One on One)	Rainbow Elementary School	15
Nurse	Caln Elementary School	1
Nurse	East Fallowfield	1
Nurse	Kings Highway	1
Nurse	Rainbow	1
Nurse	Reeceville Elementary School	1

Nurse	North Brandywine Middle School	1
Nurse	South Brandywine Middle School	1
Nurse	Scott Middle School	1
Nurse	HS Campus (9/10)	1
Nurse	HS Campus (11/12)	1
Guidance Counselor	Caln Elementary School	1
Guidance Counselor	East Fallowfield Elementary School	1
Guidance Counselor	Kings Highway Elementary School	1
Guidance Counselor	Rainbow Elementary School	1
Guidance Counselor	Reeceville Elementary School	1
Guidance Counselor	North Brandywine Middle School	1
Guidance Counselor	Scott Middle School	1
Guidance Counselor	South Brandywine Middle School	1
Guidance Counselor	High School Campus (9/10 Center)	3
Guidance Counselor	High School Campus (11/12 Building)	3
Paraprofessional (Classroom)	East Fallowfield Elementary School	1
Paraprofessional (Classroom)	North Brandywine Middle School	1
Paraprofessional (Classroom)	High School Campus (11/12 Building)	2
School Psychologist	King's Highway and Early Intervention	1

Special Education Contracted Services

Special Education Contracted Services	Operator	Amt of Time per Week
Psychiatrist Consultation	Intermediate Unit	3 Hours
Occupational Therapy Services (Multiple Staff)	Outside Contractor	5 Days
Nursing/LPN Nursing Services (Multiple Staff and Staffing Agencies)	Outside Contractor	5 Days
Personal Care Assistants (Multiple Staff)	Intermediate Unit	5 Days
Paraprofessionals (Multiple Staff and Agencies)	Outside Contractor	5 Days
Physical Therapy (Multiple Staff)	Outside Contractor	5 Days
Behavior Supports (Multiple Staff)	Outside Contractor	5 Days
Reading Tutoring (Multiple Staff)	Outside Contractor	5 Days
Orientation and Mobility	Intermediate	5 Hours

	Unit	
Behavior Supports (Multiple Staff)	Intermediate Unit	1 Days
Psychological Services (Multiple Staff)	Intermediate Unit	5 Days
Mental Health Therapy (Multiple Staff)	Intermediate Unit	5 Days
Speech and Language Therapists	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:
The District has begun a full review of curriculum and assessments. The K-12 curriculum commitees are creating curriculum and choosing resources that meet the needs of diverse learners.

District Accomplishments

Accomplishment #1:
Growth in Economically Disadvantaged in reading in the past 3 years from 46.3% to 55.8%.

Accomplishment #2:
Within a 3 year span the Black subgroup increased 13.4% in math and 9% in reading.

Accomplishment #3:
Within a 3 year span the IEP subgroup increased 21.2% in math and 23.9% in reading.

Accomplishment #4:
The District has a cohort graduation rate of 93%

Accomplishment #5:
The district continues to demonstrate strong academic rigor as is evidenced in the consistenly high AP scores of high school students. The District has made the College Board Advanced Placement Honor Roll.

Accomplishment #6:
The Disrict has 100% participation in the PSAT

Accomplishment #7:
The district has implemented school wide positive behavioral support programs in all elementary schoools, in the middle schools, and in the 9/10 Center.

Accomplishment #8:

The district has significantly improved and updated technology resources K-12 for teachers and students.

Accomplishment #9:

The district has enhanced mental health supports for students and has trained various staff and community members by participating in the youth mental health first aid grant.

District Concerns

Concern #1:

The District educates 12.2% of the students in other settings. The state average is 4.8%.

Concern #2:

57% of the High School students are proficient or advanced in English Language Arts

Prioritized Systemic Challenges

Systemic Challenge #1 *(Guiding Question #6)* Establish a district system that fully ensures specially designed instruction is provided to meet the unique learning needs of children with disabilities at no cost to a parent.

> **Aligned Concerns:**
>
> > The District educates 12.2% of the students in other settings. The state average is 4.8%.

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

> **Aligned Concerns:**
>
> > The District educates 12.2% of the students in other settings. The state average is 4.8%.
>
> > 57% of the High School students are proficient or advanced in English Language Arts

District Level Plan

Action Plans

Goal #1: Establish a district system that fully ensures specially designed instruction is provided to meet the unique learning needs of children with disabilities at no cost to a parent.

Related Challenges:

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

Indicators of Effectiveness:

Type: Annual

Data Source: Penn Data

Specific Targets: During year one the District will engage in specific data collection. During year two the District will develop in District supports and ensure that principals meet students in out of school placements.

Strategies:

Differentiating Instruction

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

SAS Alignment: Instruction

Phonological Awareness Training

Description: Phonological awareness, the ability to detect or manipulate the sounds in words independent of meaning, is a precursor to reading. Phonological awareness training without letter knowledge training can involve various training activities that focus on teaching children to identify, detect, delete, segment, or blend segments of spoken words (i.e., words, syllables, onsets and rimes, phonemes) or that focus on teaching children to detect, identify, or produce rhyme or alliteration. The added letter knowledge training component includes teaching children the letters of the alphabet and making an explicit link between letters and sounds. WWC reports that when coupled with Letter Knowledge Training, Phonological Awareness Training has positive effects upon: print knowledge, phonological processing, and early reading/writing; it has no discernible impact upon cognition; it has potentially negative effects on oral language. (Source: http://ies.ed.gov/ncee/wwc/pdf/intervention_reports/WWC_PAT_Letter_Knowledge_122806.pdf)

SAS Alignment: Instruction

Instructional Scaffolding

Description:

Instructional scaffolding is a process through which a teacher adds supports for developing students to assist and aid in the mastery of tasks. The teacher does this by systematically building on students' experiences and knowledge as they are learning new skills. These supports are meant to be temporary and adjustable. As students master the assigned tasks, the supports are gradually removed. (Sawyer & Brush, 2002; Simon & Klein, 2007)

SAS Alignment: None selected

Co-Teaching

Description:

Co-teaching may be defined as a mode of instruction in which two or more educators or other certified staff members share responsibility for a group of students in a single classroom or workspace.

Co-teaching draws on the strengths of both the general educator, who understands the structure, content, and pacing of the general education

curriculum, and the special educator, who can identify unique learning needs of individual students and enhance curriculum and instruction to match these needs.

Zigmond, Naomi and Kathleen Magiera. "Current Practice Alerts: A Focus on Co-Teaching." Council for Exceptional Children Division for Learning Disabilities and Division for Research, Issue 6, 2001, p. 2. http://s3.amazonaws.com/cmi-teaching-ld/alerts/13/uploaded_files/original_Alert6.pdf?1301001449

SAS Alignment: Assessment, Instruction, Safe and Supportive Schools

Errorless Teaching

Description:

Errorless Teaching is a teaching procedure in which the child is prompted to make the correct response immediately, ensuring a correct response each time. The prompt is then slowly faded in order to promote accuracy with the least amount of errors and frustration. *Born-Miller, K. L. (2002). The use of an errorless teaching procedure to teach children with autism for whom trial-and-error teaching has failed. ProQuest Information & Learning. Dissertation Abstracts International: Section B: The Sciences and Engineering, 63(4-B), 2088. Ducharme, J. M., & DiAdamo, C. (2005). An errorless approach to management of child noncompliance in a special education setting. School Psychology Review, 34(1), 107-115.*

SAS Alignment: None selected

Implementation Steps:

Autism

Description:

Teachers and Paraprofessionals recognize that we have many students with autism spectrum disorder and training is an integral part of providing effective instruction. District staff will undergo training that focuses on working effectively with students with autism spectrum disorder. Trainings will be with individual student teams, parents, and/or classroom staff. Trainings will include the following topics:

- Differentiation of Instruction
- SETT process with the CCIU for determining assistive technology needs
- Positive Behavior Support Plans – focused on strengths of children
- Alternative Assessments
- Applied Behavior Analysis (ABA) techniques training
- What are/ Creating Social stories
- Include Me assemblies for understanding disabilities
- PEAL Center and the ARC parent and community events and trainings

Start Date: 6/14/2019   **End Date:** 4/30/2021

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

Supported Strategies:

- Differentiating Instruction
- Instructional Scaffolding
- Co-Teaching
- Errorless Teaching

Behavior Support

Description:

The Coatesville Area School District will look to expand the School Wide Positive Behavior Interventions and Supports (PBIS).

The Coatesville Area School District will offer a series of professional development opportunities during scheduled professional development days and in targeted staff meetings. Training opportunities will be available in the following areas:

- School Wide Positive Behavior Interventions and Support (PBIS): Reward systems providing positive reinforcement, strategies and interventions to implement in all school settings, token economy
- Parent Workshops for dealing with student behaviors
- Writing and implementation of Positive Behavior Support Plans
- Progress monitoring of behavior goals and data collection

- QBS Safety Care De-Escalation Techniques
- Staff, Parents, and High School students will be provided the opportunity to participate in Mental Health First Aide training

Start Date: 6/3/2019   **End Date:** 6/3/2021

Program Area(s): Professional Education, Special Education

Supported Strategies:

- Differentiating Instruction
- Co-Teaching
- Errorless Teaching

Create Data Chart of Students on Other Settings

Description:

The District will create a data chart of all students being educated in other settings and will meet with the administration of each of the buildings in which those students would be educated.

Start Date: 12/19/2015   **End Date:** 12/19/2016

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

Supported Strategies:

- Differentiating Instruction

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

Indicators of Effectiveness:

Type: Annual

Data Source: SPP

Specific Targets: Local Benchmark Assessments

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

Professional Learning Communities

Description:

According to Senge, a professional learning community is a community of practicioners committed to results and improvements, where everyone looks at outcomes with the goal of improving student and teacher performances. Groups engage in dialogue, inquiry and reflection with the goal of constructing new knowledge that can improve student learning. The curriculum committee struture supports professional learning communities where teachers can dialogue, reflect, ask quesions, challenge practices and seek to construct new knowledge. During the curriculum committee sessions, teacher leaders discuss standards, assessments, instruction and review materials and resources. Teacher leaders relay information to the buildings and create dialogue within their individual buildings with the goal of ensuring consistent practice across the

curriculum. The research base is clearly defined by *Richard DeFour (2007*), *Andrews, D. & Lewis, M. (2002*) and others.

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

Implementation Steps:

K-12 Curriculum & Instructional Committee

Description:

The District will employ the use of K-12 Curriculum and Instruction Committees comprised of teachers and administrators. The teams will be comprised of teachers from each building at each level to ensure that all teachers and administrators participate in researching, developing and implementing researched based instructional practices and the resources to support it.

Start Date: 9/30/2015   **End Date:** 8/1/2018

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

Supported Strategies:

- Common Assessment within Grade/Subject

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

- Professional Learning Communities

Provide professional development in word work

Description:

Teachers will be provided ongoing professional development in word work/word study. All teachers in all elementary, middle, and high school

english teachers will receive the professional development. Administrators will receive pre training and will also participate in the ongoing training.

Start Date: 9/30/2015   **End Date:** 9/30/2018

Program Area(s): Professional Education, Special Education, Gifted Education

Supported Strategies:

- Common Assessment within Grade/Subject

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

- Professional Learning Communities

Appendix: Professional Development Implementation Step Details

LEA Goals Addressed:	Establish a district system that fully ensures specially designed instruction is provided to meet the unique learning needs of children with disabilities at no cost to a parent.	Strategy #1: Differentiating Instruction Strategy #2: Instructional Scaffolding Strategy #3: Co-Teaching Strategy #4: Errorless Teaching

Start	End	Title	Description
6/14/2019	4/30/2021	Autism	Teachers and Paraprofessionals recognize that we have many students with autism spectrum disorder and training is an integral part of providing effective instruction. District staff will undergo training that focuses on working effectively with students with autism spectrum disorder. Trainings will be with individual student teams, parents, and/or classroom staff. Trainings will include the following topics: • Differentiation of Instruction • SETT process with the CCIU for determining assistive technology needs • Positive Behavior Support Plans – focused on strengths of children • Alternative Assessments • Applied Behavior Analysis (ABA) techniques training • What are/ Creating Social stories

- Include Me assemblies for understanding disabilities

- PEAL Center and the ARC parent and community events and trainings

Person Responsible	SH	S	EP	Provider	Type	App.
Special Education Department	1.0	6	20	Coatesville Area School District, CCIU, PaTTAN, Include Me and EBS	School Entity, IU, PaTTAN and Non-profits	Yes

Knowledge

All stakeholders will gain knowledge about the learning styles of students with autism and strategies and interventions to support them in the classroom.

Supportive Research

Trainings will focus on research and best practices that participants can utilize in an effective manner when servicing students with autism.

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.

	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.		
For school and district administrators, and other educators seeking leadership roles:	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	LEA Whole Group Presentation Series of Workshops School Whole Group Presentation Department Focused Presentation		
Participant Roles	Classroom teachers Principals / Asst. Principals School counselors Paraprofessional Other educational specialists Related Service Personnel Parents	**Grade Levels**	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
Follow-up Activities	Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers Analysis of student work, with administrator and/or peers	**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

Creating lessons to meet
varied student learning styles

data other than the PSSA
Classroom student assessment data

LEA Goals Addressed:	Establish a district system that fully ensures specially designed instruction is provided to meet the unique learning needs of children with disabilities at no cost to a parent.	Strategy #1: Differentiating Instruction Strategy #2: Co-Teaching Strategy #3: Errorless Teaching

Start	End	Title	Description
6/3/2019	6/3/2021	Behavior Support	The Coatesville Area School District will look to expand the School Wide Positive Behavior Interventions and Supports (PBIS). The Coatesville Area School District will offer a series of professional development opportunities during scheduled professional development days and in targeted staff meetings. Training opportunities will be available in the following areas: • School Wide Positive Behavior Interventions and Support (PBIS): Reward systems providing positive reinforcement, strategies and interventions to implement in all school settings, token economy • Parent Workshops for dealing with student behaviors • Writing and implementation of Positive Behavior Support Plans • Progress monitoring of behavior goals and data collection • QBS Safety Care De-Escalation Techniques • Staff, Parents, and High School students will be provided the opportunity to

participate in Mental Health First Aide training

Person Responsible	SH	S	EP	Provider	Type	App.
Special Education Department	1.0	10	50	Coatesville area School District	School Entity, CCIU and EBS, a for profit company.	Yes

Teachers, staff, paraprofessionals, and administrators will gain the knowledge of creating a positive learning environment for all students in all settings.

Teachers will demonstrate proficiency in:

Knowledge

- Analyzing behaviors and conducting a Functional Behavior assessment with an Antecedent, Behavior, Consequence chart.

- Designing effective positive behavior support plans that change student behaviors.

Monitor students' response to behavior support plans and the effectiveness of the plans.

Supportive Research

Increase the educator's teaching skills on conducting Functional Behavior Assessments and positive behavior support plans.

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.

	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.
Training Format	LEA Whole Group Presentation Series of Workshops School Whole Group Presentation Department Focused Presentation Professional Learning Communities		
Participant Roles	Classroom teachers Principals / Asst. Principals Supt / Ast Supts / CEO / Ex Dir School counselors Paraprofessional New Staff Other educational specialists Related Service Personnel Parents	**Grade Levels**	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
Follow-up Activities	Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers Creating lessons to meet varied student learning styles	**Evaluation Methods**	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. End of the year discipline data.

Peer-to-peer lesson
discussion

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: Common Assessment within Grade/Subject Strategy #2: Data Analysis Procedures, Data-Informed Instruction, Data Teams & Data Warehousing Strategy #3: Professional Learning Communities

Start	End	Title	Description
9/30/2015	9/30/2018	Provide professional development in word work	Teachers will be provided ongoing professional development in word work/word study. All teachers in all elementary, middle, and high school english teachers will receive the professional development. Administrators will receive pre training and will also participate in the ongoing training.

Person Responsible	SH	S	EP	Provider	Type	App.
Assistant Superintendent of Curriculum and Learning, Director of Elementary, Building Principals	2	4	15	West Chester University, Coatesville Area School District	School Entity	Yes

Knowledge	Teachers will gain an understanding of instructional research on phonemic awareness, decoding, vocabulary. Teachers will also learn strategies for teaching reading, spelling and vocabulary to diverse learners.
Supportive Research	Baer, Inverzinni, Templeton & Johnston, 2012; Bernett, Abbott,Nagy, & Carlisle 2009

Designed to Accomplish

For classroom teachers, school counselors and education specialists:

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

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

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

Empowers educators to work effectively with parents and community partners.

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

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

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

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

Instructs the leader in managing resources for effective results.

Training Format Series of Workshops

Participant Roles		**Grade Levels**	
	Classroom teachers		
	Principals / Asst. Principals		
	Supt / Ast Supts / CEO / Ex Dir		Elementary - Primary (preK - grade 1)
			Elementary - Intermediate (grades 2-5)
	Paraprofessional		Middle (grades 6-8)
	New Staff		High (grades 9-12)
	Other educational specialists		
	Parents		

Follow-up Activities

Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers

Analysis of student work, with administrator and/or peers

Creating lessons to meet varied student learning styles

Peer-to-peer lesson discussion

Lesson modeling with mentoring

Evaluation Methods

Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.

Classroom student assessment data

District Level Affirmations

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

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

No signature has been provided

Board President

No signature has been provided

Superintendent/Chief Executive Officer

Special Education Affirmations

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

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

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

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

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

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

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

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

No signature has been provided

Board President

No signature has been provided

Superintendent/Chief Executive Officer