

Unionville-Chadds Ford SD

District Level Plan

07/01/2015 - 06/30/2018

District Profile

Demographics

740 Unionville Road
Kennett Square, PA 19348
(610)347-0970
Superintendent: John Sanville
Director of Special Education: Leah Reider

Planning Process

Every district building has formed data teams to accomplish the following:

1. Identify student needs
2. Develop action plans to address student needs
3. Evaluate effectiveness of the plans

Building data teams have used a modified version of the PA State, *Getting Results Model* to identify needs and establish appropriate plans. In future years, the district will incorporate the new Student Learning Objective (SLO) process as a means to focus instruction on student needs and achievement.

The district has also established a district-wide committee of parents, students, teachers, administration and board members to identify curriculum and instructional needs and provide feedback on plans to improve curriculum and instructional programs on a yearly basis.

In addition, the district has taken the results from all of the above and discussed the data at public board curriculum meetings.

Mission Statement

The mission of the Unionville-Chadds Ford School District is to empower each student to succeed in life and contribute to society.

Vision Statement

Unionville - Chadds Ford School District - "Unlocking the Potential in All of Us!"

Shared Values

The Unionville-Chadds Ford School District is committed to promoting excellence. Below are shared values in several areas:

Curriculum and Instruction:

- Our curriculum and instruction will foster academic excellence and instill confidence in all learners.
- Our curriculum and instruction will integrate and coordinate learning and skill development to provide logical and consistent transitions through all grades.
- Our curriculum and instruction will recognize that staff collaboration and communication are critical for the effective development and delivery of curriculum and student achievement.
- Our curriculum and instruction will benefit from the partnership between the home, school and community.
- Our curriculum and instruction will grow and adapt to meet the needs of an ever-changing global society.

Professional Development:

- Professional development goals are aligned with the district's mission.
- Professional development focuses on best practices to maximize student achievement.
- Professional development is valued and requires the allocation of appropriate resources, collaboration, communication, support and accountability.
- Professional development improves all district personnel when integrated into daily practice.
- Professional development is a commitment to life-long learning and professional growth.

Operations:

- We believe all district facilities and resources should provide for the education of district students while ensuring the health, safety, and welfare of all who utilize the facilities.
- We believe in clear and open communications between district and community.

- We believe long-range planning in facilities and budget is essential to support the curriculum and other district programs.
- We believe a strong school district and its school community work in partnership to ensure the success of each student.
- We believe a strong school district maintains highly qualified and efficacious personnel.

Technology:

- We believe that technology is a tool that complements the educational goals of our district.
- We believe that technology should be used to support teaching and enhance learning in a responsible and positive way.
- We believe that we must prepare our students for current and future technology by helping them learn how to adapt and embrace constantly changing advancements with the educational technology tools that will move them seamlessly into their future.

Student Life:

- We believe in encouraging students to participate in activities that enhance and broaden their educational and life experience.
- We believe all students, faculty, and staff should learn and work in a safe, supportive and respectful environment.
- We believe all programs must enhance a student's opportunity for success.

Educational Community

The Unionville-Chadds Ford School District serves students residing within the seventy-seven square miles of its boundaries.

The district is comprised of the following schools:

Chadds Ford Elementary School

Hillendale Elementary School

Pocopson Elementary School

Unionville Elementary School

Charles F. Patton Middle School

Unionville High School

Planning Committee

Name	Role
Elise Anderson	Community Representative
Michael Audevard	Elementary School Teacher - Regular Education
Matina Avgousti	Community Representative
Ken Batchelor	Administrator
Clif Beaver	Administrator
Diana Brannon	Ed Specialist - School Psychologist
Stephanie Brown	High School Teacher - Special Education
Margaret Buck	Elementary School Teacher - Special Education
Walter Burgess	High School Teacher - Regular Education
Eileen Bushelow	Board Member
Vicki Capolarello	Ed Specialist - School Psychologist
Lynnore Compton	Parent
Jen Corcoran	Elementary School Teacher - Special Education
George Crowley	Middle School Teacher - Regular Education
Carolyn Daniels	Board Member
Chris D'Esposito	Elementary School Teacher - Regular Education
Steve Dissinger	Administrator
Kathy Do	Board Member
Scott Duggan	Ed Specialist - Instructional Technology
Lisa Dziuk	Ed Specialist - School Psychologist
Maureen Fricker	Elementary School Teacher - Special Education
Sheri Friedlander	Parent
Grace Frunzi	Elementary School Teacher - Special Education
Jennifer Gottesman	Parent
Mary Hastings	Parent
Brian Kelly	Middle School Teacher - Regular Education
Christine Kramer	Special Education Director/Specialist
Janice Lear	Middle School Teacher - Regular Education
Mike Mangan	High School Teacher - Regular Education
Brian Marshall	Middle School Teacher - Regular Education
Paula Massanari	Administrator
Elizabeth McAndrew	Elementary School Teacher - Regular Education
Elizabeth Nanis	Middle School Teacher - Special Education

Josie O'Keefe	Speech-Language Pathologist
Jennifer Pastor	High School Teacher - Special Education
Christy Pickar	Parent
Leah Reider	Special Education Director/Specialist
Patrick Ricci	Elementary School Teacher - Regular Education
Jackie Roebuck	Elementary School Teacher - Regular Education
Matt Rusnak	Middle School Teacher - Special Education
Nick Sama	High School Teacher - Regular Education
John Sanville	Administrator
Carolyn Spiegel	Ed Specialist - School Counselor
Bill Tsai	Business Representative
Regina Turner	Business Representative

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

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

Those standards are 6th grade and above.

Elementary Education-Intermediate Level

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

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

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

Those standards don't exist until 6th grade.

Middle Level

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

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

This narrative is empty.

High School Level

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

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

This narrative is empty.

Adaptations

Elementary Education-Primary Level

No standards have been identified for this content area.

Elementary Education-Intermediate Level

No standards have been identified for this content area.

Middle Level

No standards have been identified for this content area.

High School Level

No standards have been identified for this content area.

Explanation for any standards checked:

This narrative is empty.

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.	Not answered
Content, including materials and activities and estimated instructional time to be devoted to achieving the academic standards are identified.	Not answered
The relationship between the objectives of a planned course, instructional unit or interdisciplinary studies and academic standards are identified.	Not answered
Procedures for measurement of mastery of the objectives of a planned course, instructional unit or interdisciplinary studies are identified.	Not answered

Processes used to ensure Accomplishment:

This narrative is empty.

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

This narrative is empty.

Elementary Education-Intermediate Level

Curriculum Characteristics	Status
Objectives of planned courses, instructional units or interdisciplinary studies to be achieved by all students are identified for each subject area.	Not answered
Content, including materials and activities and estimated instructional time to be devoted to achieving the academic standards are identified.	Not answered
The relationship between the objectives of a planned course, instructional unit or interdisciplinary studies and academic standards are identified.	Not answered
Procedures for measurement of mastery of the objectives of a planned course, instructional unit or interdisciplinary studies are identified.	Not answered

Processes used to ensure Accomplishment:

This narrative is empty.

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

This narrative is empty.

Middle Level

Curriculum Characteristics	Status
Objectives of planned courses, instructional units or interdisciplinary studies to be achieved by all students are identified for each subject area.	Not answered
Content, including materials and activities and estimated instructional time to be devoted to achieving the academic standards are identified.	Not answered
The relationship between the objectives of a planned course, instructional unit or interdisciplinary studies and academic standards are identified.	Not answered
Procedures for measurement of mastery of the objectives of a planned course, instructional unit or interdisciplinary studies are identified.	Not answered

Processes used to ensure Accomplishment:

This narrative is empty.

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

This narrative is empty.

High School Level

Curriculum Characteristics	Status
Objectives of planned courses, instructional units or interdisciplinary studies to be achieved by all students are identified for each subject area.	Not answered
Content, including materials and activities and estimated instructional time to be devoted to achieving the academic standards are identified.	Not answered
The relationship between the objectives of a planned course, instructional unit or interdisciplinary studies and academic standards are identified.	Not answered
Procedures for measurement of mastery of the objectives of a planned course, instructional unit or interdisciplinary studies are identified.	Not answered

Processes used to ensure Accomplishment:

This narrative is empty.

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

This narrative is empty.

Modification and Accommodations

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

This narrative is empty.

Instruction

Instructional Strategies

No strategies have been identified.

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

This narrative is empty.

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

This narrative is empty.

Responsiveness to Student Needs

Elementary Education-Primary Level

Instructional Practices	Status
Structured grouping practices are used to meet student needs.	Not answered
Flexible instructional time or other schedule-related practices are used to meet student needs.	Not answered
Differentiated instruction is used to meet student needs.	Not answered
A variety of practices that may include structured grouping, flexible scheduling and differentiated instruction are used to meet the needs of gifted students.	Not answered

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

This narrative is empty.

Elementary Education-Intermediate Level

Instructional Practices	Status
Structured grouping practices are used to meet student needs.	Not answered
Flexible instructional time or other schedule-related practices are used to meet student needs.	Not answered
Differentiated instruction is used to meet student needs.	Not answered
A variety of practices that may include structured grouping, flexible	Not answered

scheduling and differentiated instruction are used to meet the needs of gifted students.	
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If necessary, provide further explanation. (Required explanation if column selected was

This narrative is empty.

Middle Level

Instructional Practices	Status
Structured grouping practices are used to meet student needs.	Not answered
Flexible instructional time or other schedule-related practices are used to meet student needs.	Not answered
Differentiated instruction is used to meet student needs.	Not answered
A variety of practices that may include structured grouping, flexible scheduling and differentiated instruction are used to meet the needs of gifted students.	Not answered

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

This narrative is empty.

High School Level

Instructional Practices	Status
Structured grouping practices are used to meet student needs.	Not answered
Flexible instructional time or other schedule-related practices are used to meet student needs.	Not answered
Differentiated instruction is used to meet student needs.	Not answered
A variety of practices that may include structured grouping, flexible scheduling and differentiated instruction are used to meet the needs of gifted students.	Not answered

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

This narrative is empty.

Recruitment

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

This narrative is empty.

Assessments

Local Graduation Requirements

Course Completion	SY 15/16	SY 16/17	SY 17/18
Total Courses			
English			
Mathematics			
Social Studies			
Science			
Physical Education			
Health			
Music, Art, Family & Consumer Sciences, Career and Technical Education			
Electives			
Minimum % Grade Required for Credit (Numerical Answer)			

Graduation Requirement Specifics

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

- 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.

Local Assessments

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

Geography						
Health, Safety and Physical Education						
History						
Science and Technology and Engineering Education						
World Language						

Methods and Measures

Summative Assessments

No methods or measures have been identified for Summative Assessments

Benchmark Assessments

No methods or measures have been identified for Benchmark Assessments

Formative Assessments

No methods or measures have been identified for Formative Assessments

Diagnostic Assessments

No methods or measures have been identified for Diagnostic Assessments

Validation of Implemented Assessments

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

Provide brief explanation of your process for reviewing assessments.

This narrative is empty.

Development and Validation of Local Assessments

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

This narrative is empty.

Collection and Dissemination

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

This narrative is empty.

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.

This narrative is empty.

Assessment Data Uses

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

Provide brief explanation of the process for incorporating selected strategies.

This narrative is empty.

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

This narrative is empty.

Distribution of Summative Assessment Results

Distribution Methods	EEP	EI	ML	HS
Course Planning Guides				
Directing Public to the PDE & other Test-related				

Websites				
Individual Meetings				
Letters to Parents/Guardians				
Local Media Reports				
Website				
Meetings with Community, Families and School Board				
Mass Phone Calls/Emails/Letters				
Newsletters				
Press Releases				
School Calendar				
Student Handbook				

Provide brief explanation of the process for incorporating selected strategies.

This narrative is empty.

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

This narrative is empty.

Safe and Supportive Schools

Assisting Struggling Schools

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

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

Each building has established data teams to monitor individual student achievement. The teams develop plans to address student needs in meeting achievement targets. All our buildings have met annual achievement targets and continue to address areas for improvement as well.

Programs, Strategies and Actions

Programs, Strategies and Actions	EEP	E EI	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				
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:

District doesn't have a school resource officer available each day. We work closely with local and state police and invite each to work with our faculty and students when appropriate.

Identifying and Programming for Gifted Students

1. Describe your entity's process for identifying gifted children.
2. Describe your gifted special education programs offered.

1. We apply a universal screening using the Otis-Lennon Assessment along with achievement data. We then collect additional information derived from parent and teacher surveys for students identified as possibly in need of gifted services, based on the universal screening. Universal screening and survey results together determine which students are then moved forward for testing by school psychologist.
2. We offer an enrichment program along with acceleration based on student academic needs.

Developmental Services

Developmental Services	EEP	EEl	ML	HS
Academic Counseling	X	X	X	X
Attendance Monitoring	X	X	X	X
Behavior Management Programs	X	X	X	X
Bullying Prevention	X	X	X	X
Career Awareness	X	X	X	X
Career Development/Planning			X	X
Coaching/Mentoring		X	X	X
Compliance with Health Requirements –i.e., Immunization	X	X	X	X

Emergency and Disaster Preparedness	X	X	X	X
Guidance Curriculum	X	X	X	X
Health and Wellness Curriculum	X	X	X	X
Health Screenings	X	X	X	X
Individual Student Planning	X	X	X	X
Nutrition	X	X	X	X
Orientation/Transition	X	X	X	X
RTII/MTSS	X			
Wellness/Health Appraisal	X	X	X	X

Explanation of developmental services:

This narrative is empty.

Diagnostic, Intervention and Referral Services

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

Explanation of diagnostic, intervention and referral services:

This narrative is empty.

Consultation and Coordination Services

Consultation and Coordination Services	EEP	EEI	ML	HS
Alternative Education	X	X	X	X
Case and Care Management	X	X	X	X
Community Liaison	X	X	X	X
Community Services Coordination (Internal or External)	X	X	X	X

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

Explanation of consultation and coordination services:

The Unionville-Chadds Ford School District has provided district level and building level systems to identify struggling students and student at risk. These systems coordinate efforts within the district and outside the walls of the school to provide students with needed supports.

Communication of Educational Opportunities

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

Communication of Student Health Needs

Communication of Student Health Needs	EEP	EEI	ML	HS
Individual Meetings	X	X	X	X
Individual Screening Results	X	X	X	X
Letters to Parents/Guardians	X	X	X	X
Website	X	X	X	X
Meetings with Community, Families and Board of	X	X	X	X

Directors				
Newsletters	X	X	X	X
School Calendar	X	X	X	X
Student Handbook	X	X	X	X

Frequency of Communication

Elementary Education - Primary Level

- Monthly

Elementary Education - Intermediate Level

- Monthly

Middle Level

- Monthly

High School Level

- Monthly

Collaboration for Interventions

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

Each building has a referral process to identify individual student needs. Referrals are made to building teams consisting of teachers and administration. The Instructional Support Team (IST) at each building works with teachers to implement supports for students. Collaboration time is provided for specialist and classroom teachers to meet and plan for needs of 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

Elementary buildings communicate with local pre-schools about elementary programs. Pre-school students can use local elementary libraries. District works closely with early

intervention programs to coordinate transitions. Additionally, district offers tutoring program for academically at risk students in grades 3-12.

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.

Individual elementary schools coordinate with local pre-schools. District works closely with Early Intervention programs to ensure smooth transition for students with disabilities.

Materials and Resources

Description of Materials and Resources

Elementary Education-Primary Level

Material and Resources Characteristics	Status
Aligned and supportive of academic standards, progresses level to level and demonstrates relationships among fundamental concepts and skills	Not answered
A robust supply of high quality aligned instructional materials and resources available	Not answered
Accessibility for students and teachers is effective and efficient	Not answered
Differentiated and equitably allocated to accommodate diverse levels of student motivation, performance and educational needs	Not answered

Provide explanation for processes used to ensure Accomplishment.

This narrative is empty.

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

This narrative is empty.

Elementary Education-Intermediate Level

Material and Resources Characteristics	Status
-----------------------------------------------	---------------

Aligned and supportive of academic standards, progresses level to level and demonstrates relationships among fundamental concepts and skills	Not answered
A robust supply of high quality aligned instructional materials and resources available	Not answered
Accessibility for students and teachers is effective and efficient	Not answered
Differentiated and equitably allocated to accommodate diverse levels of student motivation, performance and educational needs	Not answered

Provide explanation for processes used to ensure Accomplishment.

This narrative is empty.

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

This narrative is empty.

Middle Level

Material and Resources Characteristics	Status
Aligned and supportive of academic standards, progresses level to level and demonstrates relationships among fundamental concepts and skills	Not answered
A robust supply of high quality aligned instructional materials and resources available	Not answered
Accessibility for students and teachers is effective and efficient	Not answered
Differentiated and equitably allocated to accommodate diverse levels of student motivation, performance and educational needs	Not answered

Provide explanation for processes used to ensure Accomplishment.

This narrative is empty.

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

This narrative is empty.

High School Level

Material and Resources Characteristics	Status
Aligned and supportive of academic standards, progresses level to level and demonstrates relationships among fundamental concepts and skills	Not answered
A robust supply of high quality aligned instructional materials and resources available	Not answered
Accessibility for students and teachers is effective and efficient	Not answered
Differentiated and equitably allocated to accommodate diverse levels of student motivation, performance and educational needs	Not answered

Provide explanation for processes used to ensure Accomplishment.

This narrative is empty.

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

This narrative is empty.

SAS Incorporation

Elementary Education-Primary Level

Standards	Status
Arts and Humanities	Not answered
Career Education and Work	Not answered
Civics and Government	Not answered
PA Core Standards: English Language Arts	Not answered
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Not answered
PA Core Standards: Mathematics	Not answered
Economics	Not answered
Environment and Ecology	Not answered
Family and Consumer Sciences	Not answered
Geography	Not answered
Health, Safety and Physical Education	Not answered
History	Not answered
Science and Technology and Engineering Education	Not answered
Alternate Academic Content Standards for Math	Not answered
Alternate Academic Content Standards for Reading	Not answered
American School Counselor Association for Students	Not answered
Early Childhood Education: Infant-Toddler→Second Grade	Not answered
English Language Proficiency	Not answered
Interpersonal Skills	Not answered
School Climate	Not answered

Further explanation for columns selected "

This narrative is empty.

Elementary Education-Intermediate Level

Standards	Status
Arts and Humanities	Not answered
Career Education and Work	Not answered
Civics and Government	Not answered

PA Core Standards: English Language Arts	Not answered
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Not answered
PA Core Standards: Mathematics	Not answered
Economics	Not answered
Environment and Ecology	Not answered
Family and Consumer Sciences	Not answered
Geography	Not answered
Health, Safety and Physical Education	Not answered
History	Not answered
Science and Technology and Engineering Education	Not answered
Alternate Academic Content Standards for Math	Not answered
Alternate Academic Content Standards for Reading	Not answered
American School Counselor Association for Students	Not answered
English Language Proficiency	Not answered
Interpersonal Skills	Not answered
School Climate	Not answered

Further explanation for columns selected "

This narrative is empty.

Middle Level

Standards	Status
Arts and Humanities	Not answered
Career Education and Work	Not answered
Civics and Government	Not answered
PA Core Standards: English Language Arts	Not answered
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Not answered
PA Core Standards: Mathematics	Not answered
Economics	Not answered
Environment and Ecology	Not answered
Family and Consumer Sciences	Not answered
Geography	Not answered
Health, Safety and Physical Education	Not answered
History	Not answered
Science and Technology and Engineering Education	Not answered
Alternate Academic Content Standards for Math	Not answered
Alternate Academic Content Standards for Reading	Not answered
American School Counselor Association for Students	Not answered
English Language Proficiency	Not answered
Interpersonal Skills	Not answered
School Climate	Not answered

World Language	Not answered
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Further explanation for columns selected "

This narrative is empty.

High School Level

Standards	Status
Arts and Humanities	Not answered
Career Education and Work	Not answered
Civics and Government	Not answered
PA Core Standards: English Language Arts	Not answered
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Not answered
PA Core Standards: Mathematics	Not answered
Economics	Not answered
Environment and Ecology	Not answered
Family and Consumer Sciences	Not answered
Geography	Not answered
Health, Safety and Physical Education	Not answered
History	Not answered
Science and Technology and Engineering Education	Not answered
Alternate Academic Content Standards for Math	Not answered
Alternate Academic Content Standards for Reading	Not answered
American School Counselor Association for Students	Not answered
English Language Proficiency	Not answered
Interpersonal Skills	Not answered
School Climate	Not answered
World Language	Not answered

Further explanation for columns selected "

This narrative is empty.

Professional Education

Characteristics

District's Professional Education Characteristics	EEP	EEl	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	X	X	X	X

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

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

Create high level professional development programs based on standards and curricular implementation.

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

This narrative is empty.

Strategies Ensuring Fidelity

- Professional Development activities are based upon detailed needs assessments that utilize student assessment results to target instructional areas that need strengthening.
- Using disaggregated student data to determine educators' learning priorities.
- Professional Development activities are based upon detailed needs assessments that utilize student assessment results to target curricular areas that need further alignment.
- Professional Development activities are developed that support implementation of strategies identified in your action plan.

- Clear expectations in terms of teacher practice are identified for staff implementation.
- An implementation evaluation is created, based upon specific expectations related to changes in teacher practice, which is used to validate the overall effectiveness of the professional development initiative.
- The LEA has a systemic process that is used to validate whether or not providers have the capacity to present quality professional development.
- Administrators participate fully in all professional development sessions targeted for their faculties.
- Every Professional development initiative includes components that provide ongoing support to teachers regarding implementation.
- The LEA has an ongoing monitoring system in place (i.e. walkthroughs, classroom observations).
- Professional Education is evaluated to show its impact on teaching practices and student learning.

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

Monthly principal meetings and faculty meeting provide feedback. Additionally, district curriculum committee seek feedback and assess program effectiveness.

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

This narrative is empty.

Induction Program

- 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.
- Understand UCFSD policies and procedures.

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

All inductees participate in a set of required seminars focused on above goals and objectives. Also inductees have a mentor who supports all the above goals as well.

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

This narrative is empty.

Needs of Inductees

- 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).

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

Induction program is evaluated on a yearly bases by the admistrative team.

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

This narrative is empty.

Mentor Characteristics

- 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.

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

Principals and district office administrators collaborate on selection and review mentor job performance.

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

This narrative is empty.

Induction Program Timeline

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

Materials and Resources for Instruction	X	X				
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If necessary, provide further explanation.

This narrative is empty.

Monitoring Evaluating and Induction Program

Identify the procedures for monitoring and evaluating the Induction program.

Administrative team yearly reviews induction program. Additionally, inductees are surveyed each year. Program feedback is also sought from mentors, teacher leaders and department chairs. District Curriculum committees will also provide input into needs for induction program.

Recording Process

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

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

Special Education

Special Education Students

Total students identified: **625**

Identification Method

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

Students who are having difficulty making progress educationally are referred to the Instructional Support Team (IST) which initiates the process of gathering information related to the student's area of difficulty. At the initial IST meeting, information regarding

educational concerns for students are shared, initial goals related to areas of concerns are developed, and supports targeting areas of concern are discussed. A student's response to the supportive interventions is then monitored for the next 30 day time period. If the student's academic performance is significantly inadequate (below grade level) and his/her rate of improvement is so poor that he/she is unlikely to reach the acceptable level of proficiency within a pre-established time period, the IST will determine whether the student should be referred for a multidisciplinary evaluation (MDE) to gather more specific information in which to make educational recommendations. As part of the MDE, results of the IST interventions are used as a measure of the student's rate of acquisition and retention of skills in addition to various standardized and other curricular based assessments to determine the student's pattern of cognitive and academic strengths and needs. The Unionville-Chadds Ford School District utilizes a discrepancy model in determining the presence of a specific learning disability. If the student's pattern of strengths and weaknesses relative to intellectual functioning indicate cognitive processing weaknesses that impact the student's learning and the student is performing significantly below expectations given his/her age and grade with a lack of response to interventions that have already been tried, then the student is considered to have a Specific Learning Disability. If the student demonstrates a need for specially-designed instruction, he/she is then considered eligible for Special Education services.

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: <http://penndata.hbg.psu.edu/BSEReports>

No disproportionality exists between the District and State enrollment data.

Non-Resident Students Oversight

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

The Unionville-Chadds Ford School District does not have any Section 1306 facilities within its boundaries, and therefore, has no current obligations as a host district. Should a Section 1306 facility be opened within the District, the District would establish procedures and develop program options, in partnership with the Chester County Intermediate Unit (CCIU), to assure that students in the Section 1306 facility would receive a free appropriate public

education (FAPE) in the Least Restrictive Environment (LRE). Each case would be reviewed individually and the multidisciplinary evaluation team would first consider education in the public school. Only if the supports identified by the team could not be adequately provided within the District's programs would the student be educated in a separate setting. The District does not anticipate any barriers to meeting its obligations under Section 1306 of the School Code. The CCIU provides coordination services and varied educational opportunities that would likely meet any needs that cannot be met by the District in the public school setting.

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 Unionville-Chadds Ford School District provides educational services to students at both the Chester County Prison and the Chester County Youth Center. The District utilizes the services of the Chester County Intermediate Unit (IU 24) to ensure that FAPE is provided to any incarcerated students. The Chester County Prison and the Chester County Youth Center are the two facilities for incarcerated students located within school district boundaries. Annually, the prison may admit between sixty (60) and seventy (70) students. The Youth Center admits between 150-200 students per year. The average stay in the prison is 1-3 months, while the average stay in the Youth Center is 5-10 days. All residents of the Youth Center are of school age. Some residents of the prison are over the age of 21. While the numbers may change weekly, there may be 10 students with IEPs at the Youth Center and generally no students with IEPs at the prison. Few, if any, students have 504 Service Agreements at either site.

The Chester County Intermediate Unit provides all educational services to incarcerated students during the school year. The CCIU provides a central point of contact for any special education processes that must be completed, including, but not limited to, Child Find. The CCIU is notified when students are incarcerated. Through an interview process, it is determined whether or not the student was ever in Special Education. The student's home school district is also contacted to help determine the student's educational status. If, through the interview process, the child is thought to be exceptional (Child Find), then a Permission to Evaluate is generated and provided to the parent. Upon receipt of the signed permission, the evaluation process begins. If the student is found to be in need of Special Education services, then an IEP is developed and a NOREP is issued to the parent. Upon receipt of the signed NOREP indicating approval of the Special Education services, the IEP is implemented and services begin.

If there is an indication, either from the student or the home district, that the individual was in special education, a permission to reevaluate is issued. The CCIU contacts the home district to gather IEPs and 504 Service Agreements, to inform the district of residence of its

plans for educating the student, and to get advice from the district of residence with respect to the student's needs. The CCIU sends reports of all admissions, discharges, and releases to the District through the Penn Data system. Once the permission to re-evaluate is received, the Unionville-Chadds Ford School District in cooperation with the CCIU conducts the re-evaluation, which includes a review of records, an educational re-evaluation, a psychological evaluation (if appropriate) and other assessments recommended by the Multidisciplinary Team. Once the MDE is completed, an Re-evaluation Report is developed. If needed, an IEP meeting is held and an IEP is developed and implemented. Parents are provided with copies of relevant special education documents including Procedural Safeguards, ERs/RRs, IEPs, and NOREPs.

The District ensures FAPE in the Least Restrictive Environment by providing certified Special Education teachers at both sites. Students in both programs are educated with non-disabled peers as specified in the IEPs.

The District and the CCIU experience one recurring problem when attempting to educate incarcerated students. Occasionally, the district of residence does not provide student records in a timely manner. This obstacle can be a real challenge for students at the Youth Center who may be released within 5-10 days. In addition, there are challenges meeting the needs of students with severe mental health needs, the lack of parental involvement, and the transiency of parents.

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.

Overview:

The Individuals with Disabilities Education Act, 2004 (also known as the Individuals with Disabilities Education Improvement Act), requires... (1) *That to the maximum extent appropriate, children with disabilities, including children in public and private institutions or other care facilities, are educated with children who are non-disabled; and (2) That special*

classes, separate schooling or other removal of children with disabilities from the regular educational environment occurs only if the nature or severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily. [20USC 1412 Section 612 (a) (5), and its implementing regulation found at 34 C.F.R. §300.114(a)].

The Unionville-Chadds Ford School District offers a full continuum of programs for identified students beginning with the premise that all students belong in the regular education programs. Students with disabilities are assigned to regular homerooms where they are able to access school activities available to all students. If students require accommodations or modifications in order to access school activities, they are provided. Only on rare occasions do special education students not attend special area classes (i.e. music, art, family consumer science) with the regular education students. Special education students are educated in regular education classrooms to the greatest extent possible.

Training:

The Unionville-Chadds Ford School District encourages all teachers and support staff to attend various workshops and trainings during the school year to support the needs of children. Teachers have multiple opportunities throughout the year to attend trainings and workshops offered by PaTTAN and CCIU. In addition, the District utilizes consultative services from both CCIU and PaTTAN as well as other providers. The secondary special education staff have had significant training in writing transition plans for students; all special education teachers were trained in writing standards-aligned goals. The District has also utilized the training and consultative services for the SRA Reading and Math programs that were begun at the start of the 2010-11 school year. Each year when new special education staff are added, the trainer for these programs has returned to the District to provide training as well as to observe special education teachers instructing students. A meeting with the trainer and special education teacher then follows the observation. During the school year, staff development days are focused on trainings for all school staff with the presenters often being CCIU staff. During the current school year, trainings on such topics as interventions for challenging behaviors, strategies for students with emotional and social needs, de-escalation strategies and strategies for students with autism were provided to both special education and support staff, which included cafeteria, office, custodial and bus staff. The District will continue to provide both curriculum trainings as well as other trainings related to children's needs as deemed warranted by the ever-changing needs with which the District is faced.

Curriculum Implementation:

All students receive instruction using the same curriculum materials as their non-disabled peers. In the event that students do not make progress, the IEP team makes determinations about which curricular materials will best serve the student.

Response to Intervention and Instruction (RTII) is a practice in the elementary grades with a focus on reading. All four elementary schools have trained teams that, over the course of

the last three years, have continued to expand their use of this strategy. At this time RTII has not been utilized at the middle or high schools. Because the District has IST at all levels, though, practices have now been put into place to support students at the secondary level.

Alignment of K-12 Curriculum Materials:

The district implemented the use of the SRA reading and math program for all grades K-12 approximately four years ago. During that initial transition to SRA, extensive training was provided for all teachers and the paraprofessionals to ensure fidelity of instruction. Again, as new staff are employed who will need to provide SRA reading instruction, staff are trained in the program. Wilson Reading is another resource for reading instruction in grades K-12. The District currently employs twelve teachers who hold Level I Wilson Certification. These staff are located throughout the District's six school building so that all special education students who are in need of that type of specialized instruction will receive it. Saxon Math is used in grades K-8 as an additional resource when developing specially designed instruction. All special education teachers at the elementary and middle school levels received multiple days of training in the Saxon Math Program. The PLATO Learning System is in use for students in grades 6-12. This program allows students to earn credits for specific courses needed for graduation and has addressed the need of students who did not have sufficient time in the instructional day to enroll in a class. PLATO also meets the need for students who require some homebound instruction for a defined period of time or who may require instruction in a special education classroom. By the nature of the program, students work at their own pace to complete instruction and master content. Teachers received multiple days of training both during the school year and during the summer to allow for full understanding of the instructional benefits of all of the additional programs the District utilizes to maximize student learning.

Autistic Support:

The District implemented a full continuum of Autistic Support services in August 2009. Hillendale Elementary School is the location of the primary program where there is both primary and intermediate elementary autistic support classes. The Hillendale staff received training from the TaC Team from IU 24 to guide the understanding of the characteristics of students with autism. Furthermore, an elementary itinerant autistic support teacher provides direct services to children in the four elementary schools as well as acting as a resource to all staff by providing periodic trainings and meeting with IEP teams. In addition, the middle school autistic support program began at Charles F Patton Middle School in August 2010. To aid in the transition from elementary school to middle school, students in the class were provided with a photo album of all the staff with whom they would have significant contact. A buddy system was created to help both the students in the autistic support program and in the regular education program develop an appreciation for each other's strengths and talents. The District reassigned social work services to ensure that families received the supports necessary to ensure a high quality experience for their student. The School Social Worker provides individual and group social skills lessons, as well as, providing instructional support for employees who may need additional insights

regarding students with autism.

As the need grew for a secondary autistic support program, the District opened an autistic support class at Unionville High School in August 2012. The program has met the needs of most students on the spectrum allowing the students to remain in their home school while still addressing their needs. In some cases, student who were in alternative programs (i.e. approved private schools) returned to the District.

An Itinerant Autistic Support Teacher from CCIU 24 supports students with autism at the middle and high school levels by providing direct instruction in social skills to the students as well as supporting the staff with trainings. All autistic support teachers attend conferences and workshops offered by PDE/PaTTAN and CCIU multiple times throughout the year.

The elementary autistic support teachers and speech/language pathologists participated in "Intensive Skill Training in Applied Behavior Analysis for Teams Supporting Students with Autism and Verbal Behavior" beginning in June 2012. Following the trainings, the District applied for and was granted support through the PaTTAN Initiative for 2012-2013 and 2013-2014 school years. In addition, staff from another elementary school attended the trainings and also have the PaTTAN Initiative supports for the current school year due to the needs of some students.

Out of District Placements

Unionville-Chadds Ford School District has met the State Performance Plan (SPP) 2011-12 Targets for Indicator 5: Educational Environments in all three areas of special education inside regular class 80% or more, special education regular class less than 40% and special education in other settings. In detail, the District scored 69.8% of its special education population in regular education 80% or more compared to the SPP target of 65.0%. The District scored 2.4% of its special education population inside regular class less than 40% of the time as compared to the SPP target of 8.0%. Finally, the District has 2.8% of its total special education population in other settings as compared to the SPP target of 3.3%. An analysis of the district's three year trend in percentage of students receiving services outside the school district indicates a steady decline.

Unionville-Chadds Ford School District has created and expanded special education programs and classes within the last three years in an effort to educate students in their home district whenever possible. Only after exhausting all available resources does the District seek outside placements for students. The criteria used for making such educational decisions are as follows:

- student is not making academic and/or functional progress
- student is not safe to be in home school
- availability of specialized programs that cannot be replicated in public school (i.e. mental health options. drug and alcohol options)

Currently the district has students in approved private school placements; this number has declined from the previous year. Some of the students are on a 4010 designation. The

district also has students in Chester County Intermediate Unit run programs (drug and alcohol, special education center, mental health, community based programs for secondary students). While these out of district numbers do change periodically, it is always the intent of the District to have students return to their home schools whenever possible.

Of note, the District has a very small number of students who are currently enrolled in court appointed placements including Chester County Youth Center or Abraxis.

Unilateral and private placements are not included in any of the above data, although the District does contact such families annually to determine if they would like to participate in an IEP meeting for their child. In addition, families are also contacted every two or three years to conduct re-evaluations for their children.

Behavior Support Services

Provide a summary of the District policy on behavioral support services including, but not limited to, the school wide positive behavior supports (PBS). Describe training provided to staff in the use of positive behavior supports, de-escalation techniques and responses to behavior that may require immediate intervention. If the district also has School-Based Behavioral Health Services, please discuss it.

School District Policy on Behavioral and Support Services

Policy 000.3 Behavior Support

applies specifically to students with disabilities. The general policy addresses the following principles as they govern the behavior supports and interventions for children with disabilities.

1.0.1 Whenever behavior interferes with the learning of a child with disabilities or with the learning of others, the IEP team of that child shall consider and shall include in the IEP of the child, as needed, appropriate positive behavioral interventions, strategies, and supports to address the behavior.

1.0.2 Whenever possible, such interventions, strategies and supports shall be based on a functional behavior assessment, structured observation of behavior, or other effective system for collection and analysis of data concerning the behavior;

1.0.3 Positive rather than negative measures shall form the basis of behavior support programs;

1.0.4 Behavior support programs include a variety of techniques to develop and maintain skills that will enhance an individual child's opportunity for learning and self-fulfillment.

1.0.5 The types of intervention chosen for a particular child shall be the least intrusive necessary and parent consent shall be obtained prior to the use of any highly restraining or

intrusive procedures;

1.0.6 Nothing in this policy shall be construed to require the development of a separate behavior support or intervention plan when appropriate positive behavioral interventions, strategies, and supports that address the behavior can be incorporated into the body of the IEP.

Within this policy, there is specific language for restraint, special definitions and training. In particular, training is noted as *Regular Program of Training. The superintendent or his or her designee shall provide for the regular training and re-training, as needed, of personnel in the use of specific procedures, methods and techniques that those personnel will be expected to employ in the implementation of behavior supports or interventions in accordance with the IEP of the child and this policy.*

22 Pa. Code § 14.133; 34 C.F.R. § 300.346(a)(2).

Policy 113.2 Behavior Management

helps the school district to provide a free appropriate public education (FAPE) to identified students exhibiting behavioral difficulties. This plan represents a three-tier hierarchy model based upon current best practices. Interventions focus on positive rather than negative measures, and must be clearly outlined to all personnel interacting with eligible students via on-going, regularly scheduled in-service training with guided practice. These programs will be monitored/modified to ensure their continued effectiveness in the least intrusive manner, via on-going review by the MDE/IEP Teams. Recognizing the importance of family involvement, parental training will be encouraged. Each level of intervention represents a higher intensity of intrusion.

22 Pa. Code § Sec 14.36

Our District philosophy aligns with the message from the Bureau of Special Education and PaTTAN, "School districts are responsible for providing safe learning environments, while following the regulations protecting the rights of all students. This makes it necessary to carefully examine current policies and procedures when developing discipline measures. Discipline efforts must be focused on designing and implementing a positive and proactive school-wide and site-wide behavior support system for all students. Another focus is to implement effective instruction techniques to manage classroom behaviors and increase learning in all classrooms. Finally, we also recognize that a very small percentage of students will need a more intensive and individualized approach."

Whenever behavior interferes with the learning of a child with disabilities or with the learning of others, the IEP team of that child shall consider and shall include in the IEP of the child, as needed, appropriate positive behavioral interventions, strategies, and supports to address the behavior.

The District requires that all IEPs developed for children with learning - interfering behaviors include goals for the development of appropriate replacement behaviors and behavior interventions and strategies that emphasize the use of positive behavior teaching and shaping techniques. Use of physical restraining methods is only permitted when necessary to control behaviors that present a danger to the child or others and only when less restrictive measures have proven to be ineffective. Each school building has a trained core of staff who have participated in Non-Violent Crisis Intervention (NCI). These school

teams have yearly training. The teams expand each year so that more staff are prepared to deal with the challenges they may face.

All students with disabilities who have behaviors that impede his learning or that of others have goals addressing those behaviors. A school team and the parents conduct a Functional Behavior Assessment (FBA) to determine the behaviors of concern. After the behaviors are identified, the team analyzed the antecedent behaviors that occurred prior to the behavior being exhibited. Consequences to the students' behaviors are also documented. The team then analyzes all the shared information, and upon completion of the FBA, the team creates a Positive Behavior Support Plan (PBSP). The plan addresses the behaviors of concern and reinforces newly learned appropriate replacement skills. FBAs are conducted by school psychologists with additional support from a CCIU Behavioral Consultant who is in the District two days per week.

The UCFSD contracts with the Chester County Intermediate Unit to provide annual training in positive behavior supports, de-escalation techniques and responses to behavior. School teams regularly review the information provided and implement it accordingly. These teams reconvene throughout the school year in their respective buildings to review the training materials in order to remain current in skills.

Psychological Counseling is provided for qualified students as part of the School-Based Behavioral Health Services that exist within UCFSD. The mental health needs of students in the district are addressed at the building, classroom, group, and individual level. Each building has a school-wide positive behavior system in place to teach and reinforce appropriate behavior, which provides a safe, supportive, predictable environment for all students. Specific bullying policies are in place to immediately address any problems. School counselors provide classroom lessons to teach developmentally appropriate social skills, as well as small group sessions for those students needing reinforcement of skills. Individual students who need more direct instruction in social and coping skills are supported by school counselors, social workers, and school psychologists.

Each building has at least one school counselor, who provides classroom lessons and sees students individually and in groups to provide lessons on social/friendship skills, impulse control, coping with feelings, problem-solving skills, and conflict resolution. There are three social workers in the district who provide counseling services to individual students and coordinate communication with families and outside service providers. There are five psychologists in the district who conduct evaluations to identify student needs, and also provide individual counseling to students whose IEP indicates a need for psychological counseling with a focus on cognitive-behavioral therapy services. Psychological counseling services that are deemed by the IEP team to be necessary in order for a student to make meaningful educational progress are provided to students at no cost to parents.

UCFSD also has effective arrangements with outside service providers that include alternative programs, CCIU programs including behavioral specialists, and school avoidance teams to address students' social, emotional, and behavioral needs.

Typically, psychological counseling is provided within the school day at the regular school

the student attends unless the student attends an alternative program. In that case, services are provided at the alternative program's location.

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.

At this time, the district is not having difficulty ensuring FAPE for any particular disability. If this were to occur, we would, in each case, follow the same procedure that is used to find a placement for a particular student. That is, contact the Chester County Intermediate Unit to seek information to find an appropriate program to meet the needs of the child. Such programs may be an IU class, a cross-county IU class, or a private facility that specializes in hard-to-place students. On-going communication amongst the Special Education Directors throughout southeast PA is another resource for the district when faced with locating appropriate placements.

As our special education population increases in numbers and needs, the district may request an expansion of special education classes in the District to support the children and to keep them in the least restrictive environment. During the last three years the district has added an elementary Emotional Support class, a high school Autistic Support class and a Middle School life skills class. In addition, we have expanded the high school Life Skills program so that it further meets the needs, particularly the transition needs, of our high school population. The only program that does not have a K-12 continuum is life skills in that we do not have an elementary life skills class. Thus far the District has not required such a class. However, in the future if the need for this type of program is needed, there will be consideration to add such.

Within the last few years, the District has added primary and middle school level autistic support classes. Due to the rising needs of children with autism, it was necessary to add a second elementary autistic support class two years ago so that the District now operates a primary and an intermediate class at the elementary level. Having these classes in the District has supported least restrictive environment for the students who attend these programs. In addition, by adding these classes, the District has not needed to locate outside placements, and, in fact, has had students return to the District.

At this time, the district is not having difficulty ensuring FAPE for any particular disability. If this were to occur, we would, in each case, follow the same procedure that is used to find a placement for a particular student.

If difficulty occurs with the placement of a particular student, the District, through its representative, contacts the Chairperson of the County Interagency Council and a meeting is scheduled. All relevant information is given to the Chairperson who invites appropriate 'other' agencies. This team meets and a course of action is determined. The District then follows this course of action. This process is typically monitored by one of our Social Workers, who acts as our liaison to the council and who attends the Interagency Council's regular meetings. The District also follows the Child and Adolescent Service System Program (CASSP) process if encountering difficulty when locating a placement for a particular student, especially students whose needs require mental health services or who are at risk of developing severe emotional disorders. Through CASSP, children with multi-system needs receive support and services. The CASSP County Coordinator is contacted to oversee the needs of these children and guide the team in locating necessary resources provided through cross-systems initiatives.

Through these efforts, we have been able to develop open lines of communication and positive relationships that have helped us to facilitate a cooperative and collaborative effort with both the local human service providers and the private providers. This allows us to program collectively for students. In addition, these working relationships have allowed us to be much more effective in contacting the various agencies with problematic situations. As a result, we are able to solve problems more quickly than can usually be done through total agency involvement.

Strengths and Highlights

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

The Special Education program of the Unionville-Chadds Ford School District offers a comprehensive continuum of services. Our primary focus is on providing education in the least restrictive environment. Seventy percent of students receiving special education services receive those services inside the regular class 80% or more of the time. This percentage is evidence of our commitment to supporting students' needs within the least restrictive environment. The cooperation between the district curriculum team and the special education department in the area of curriculum and instruction is integral to our success. All teachers, both general and special education are given curriculum training and materials for all programs K-12 provided to non-disabled students. The collaborative relationship between general education teachers, the special education teachers, and the special education paraprofessionals allows us the opportunity to provide inclusive instruction for our students. This approach is fostered by the outstanding cooperation between parents, teachers, administration and the school board. The district's total team

approach demonstrates that all stakeholders view education as important. Our students' high level of performance on recent state testing indicates that this cooperative approach is working. Parents report some of the district's strengths as its willingness to adapt to the changing needs of students, the responsiveness of IEP teams, and the open communication between home and school.

The district has experienced success with its procedures related to the Child Find process. The Instructional Support Team is often used as a first step in the process whenever a student demonstrates academic, social or emotional problems. The IST responds to all parent and/or school staff referrals in any of the above mentioned areas.

The district would like to highlight other programs and supports that are provided for the special education populations. Highlights include:

- The district collaborates with other providers such as PaTTAN and CCIU to provide support in the area of behavior interventions, vocational explorations, school refusal, transition, and itinerant autistic support services
- The use of technology including FM sound field systems in most classrooms (K-12)
- Planned transitions from elementary to middle school and middle school to high school so that there is a continuity of services for students with disabilities
- Access to a wide array of program extensions including mental and behavioral health
- Access to community based learning (i.e. CHAAMP, ASPIRE, Transitional Living Programs)
- Unionville High School offers students with disabilities the opportunity to practice real world daily living skills in the simulated apartment classroom
- UCFSD has a strong willingness to explore all programming options, internally and externally, to meet students' needs both during the school year and during Extended School Year (ESY)
- Parents trust UCFSD and realize staff have students' best interests at heart
- Parents schedules receive priority when scheduling meetings
- UCFSD has a well developed RtII model that includes non-categorical supports such as school social workers and school counselors that provide observational data as well as interventions and support to students
- UCFSD displays exceptional problem solving skills when planning for students and is always willing to make adjustments to students' programming to meet their needs
- Communication and collaboration between general education and special education teachers is encouraged and supported; technology such as Google Drive has enhanced these processes

- General education and special education teachers work together to share information regarding students' specially designed instruction and ensure that programs are correctly implemented
- UCFSD fosters an atmosphere of acceptance and inclusion in all areas including academic and extracurricular settings
- Students with and without disabilities have access to clubs and activities, including Best Buddies, drama, sports, music, arts, and other clubs
- UCFSD has high expectations for all students and provides access to the curriculum which is designed to match students' needs
- Professional development is provided to teams to address specific student's needs
- UCFSD employs a Medical Access Coordinator who provides support for eligible families
- Students with defined needs have access to assistive technology through the Student, Environment, Task, and Tools (SETT) process
- UCFSD staff consistently "think outside the box" to create opportunities that encourage all students' participation
- School Messenger allows families to receive district specific information quickly and efficiently
- UCFSD assigns scheduling duties to support staff to provide more instructional time for teachers
- UCFSD accesses and provides an abundance of materials and resources for staff and students
- Teachers have their own classrooms or in rare instances share spaces based on schedules designed to minimize transitions and maximize students' successes
- When teachers submit requests for training and materials they are fulfilled or solutions are created that meet students' needs
- General education teachers take responsibility for special education students in their classes
- All schools have a designated district employed speech-language pathologist and school psychologist
- Teachers are provided with support to select new and different programs to use with students to increase educational benefit

- UCFSD creates highly inclusive educational and extra-curricular programs providing supplementary aides and services in general education environments supporting students with disabilities

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
- 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
Chester County Prison	Incarcerated	Chester County Intermediate Unit 24	9
Chester County Youth Center	Incarcerated	Chester County Intermediate Unit 24	12

Least Restrictive Environment Facilities

Facility Name	Type of Facility	Type of Service	Number of Students Placed
CCIU/Child and Career Development Center	Special Education Centers	Learning Support, Autistic Support, Multiple Disabilities Support, Life Skills Support	8
CCIU/Aspire	Other	Learning Support	3
CCIU/REACH	Special Education Centers	Emotional Support	2
CCIU/TEACH	Special Education Centers	Emotional Support	1
CCIU/Impact	Special Education Centers	Emotional Support	3
CCIU/Transitional Living Program	Other	Life Skills Support	1
Camphill Special School	Approved Private Schools	Life Skills Support	1
The Vanguard School	Approved Private Schools	Autistic Support	4
CCIU/Changes	Special Education Centers	Emotional Support	1
Devereux CARES	Approved Private Schools	Autistic Support	1

Special Education Program Profile

Program Position #1

Operator: School District

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Unionville High School	A Junior/Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 18	20	1

Program Position #2*Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Unionville High School	A Junior/Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 18	20	1

Program Position #3*Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Unionville High School	A Junior/Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 18	20	1

Program Position #4 - Proposed Program*Operator: School District***PROPOSED PROGRAM INFORMATION***Type: Class**Implementation Date: August 25, 2014**Average square feet in regular classrooms: sq. ft.**Square footage of this classroom: sq. ft. (feet long x feet wide)**Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Unionville High School	A Junior/Senior High School Building	A building in which General Education programs	Supplemental (Less Than 80% but More Than 20%)	Emotional Support	14 to 18	20	1

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

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Unionville High School	A Junior/Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 18	20	1

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

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Unionville High School	A Junior/Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 18	20	1

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

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Unionville High School	A Junior/Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 18	20	1

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

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Unionville High School	A Junior/Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Emotional Support	14 to 18	20	1

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

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Unionville High School	A Junior/Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Emotional Support	14 to 18	20	1

Program Position #10*Operator: Intermediate Unit***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Unionville High School	A Junior/Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	14 to 18	20	1

Program Position #11*Operator: Intermediate Unit***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Unionville High School	A Junior/Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Autistic Support	14 to 18	8	1

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

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Charles F. Patton Middle School	A Middle School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	11 to 14	20	1

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

Location/Building	Grade	Building	Support	Service	Age	Caseload	FTE
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		Type		Type	Range		
Charles F. Patton Middle School	A Middle School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	11 to 14	20	1

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

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Charles F. Patton Middle School	A Middle School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	11 to 14	20	1

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

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Charles F. Patton Middle School	A Middle School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	11 to 14	20	1

Program Position #16*Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Charles F. Patton Middle School	A Middle School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	11 to 14	20	1

Program Position #17*Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Charles F. Patton Middle School	A Middle School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	11 to 14	20	1

Program Position #18*Operator: School District*

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Charles F. Patton Middle School	A Middle School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Emotional Support	11 to 14	20	1

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

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Charles F. Patton Middle School	A Middle School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Autistic Support	11 to 14	8	1

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

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Charles F. Patton Middle School	A Middle School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Autistic Support	11 to 14	8	1

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

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Charles F. Patton Middle School	A Middle School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	11 to 14	20	1

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

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Chadds Ford Elementary School	An Elementary School Building	A building in which General Education programs	Supplemental (Less Than 80% but More Than 20%)	Learning Support	5 to 8	20	1

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

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Chadds Ford Elementary School	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	8 to 11	10	1

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

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Chadds Ford Elementary School	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	8 to 11	20	1

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

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Hillendale Elementary School	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	8 to 11	10	1

Program Position #26*Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Hillendale Elementary School	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	8 to 11	20	1

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

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Hillendale Elementary School	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	5 to 8	20	1

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

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Hillendale Elementary School	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Autistic Support	8 to 11	8	1

Program Position #29*Operator: Intermediate Unit***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Hillendale Elementary School	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Autistic Support	5 to 8	8	1

Program Position #30*Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Pocopson Elementary School	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	7 to 10	20	1

Program Position #31*Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Pocopson Elementary School	An Elementary School Building	A building in which General Education	Supplemental (Less Than 80% but More Than 20%)	Learning Support	8 to 11	20	1

		programs are operated					
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Program Position #32*Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Pocopson Elementary School	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	5 to 8	20	1

Program Position #33*Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Pocopson Elementary School	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	8 to 11	20	1

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

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Pocopson Elementary School	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Emotional Support	8 to 11	20	1

Program Position #35*Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Unionville Elementary School	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	5 to 8	20	1

Program Position #36*Operator: School District*

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Unionville Elementary School	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	7 to 10	20	1

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

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Unionville Elementary School	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	8 to 11	20	1

Program Position #38*Operator:* Intermediate Unit**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Unionville Elementary School	An Elementary School Building	A building in which General Education programs are operated	Full-Time Special Education Class	Multiple Disabilities Support	7 to 10	8	1

Justification: The program is designed to meet the similar needs of a small population of students that are served within a multiple disabilities support classroom within the school district that exceeds the 3 year age range. Students outside the planned age range are placed in the program after noting in the IEP that the exception is appropriate based on the student's specific needs.

Program Position #39*Operator:* School District**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Unionville Elementary School	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	5 to 11	32	0.5
Justification: Students are provided Speech and Language Support within groupings that do not exceed the 3 year age range. However, the Speech-Language Pathologist services all grades within the elementary school setting.							
Unionville High School	A Junior/Senior High School Building	A building in which General Education programs are	Itinerant	Speech and Language Support	14 to 18	33	0.5

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

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Charles F. Patton Middle School	A Middle School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	11 to 14	65	1

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

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Chadds Ford Elementary School	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	5 to 11	65	1
Justification: Students are provided Speech and Language Support within groupings that do not exceed the 3 year age range. However, the Speech-Language Pathologist services all grades within the elementary school setting.							

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

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Hillendale Elementary School	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	5 to 11	65	1
Justification: Students are provided Speech and Language Support within groupings that do not exceed the 3 year age range. However, the Speech-Language Pathologist services all grades within the elementary school setting.							

Program Position #43*Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Pocopson Elementary School	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	5 to 11	65	1
Justification: Students are provided Speech and Language Support within groupings that do not exceed the 3 year age range. However, the Speech-Language Pathologist services all grades within the elementary school setting.							

Program Position #44*Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
ALL Elementary Schools	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Autistic Support	5 to 11	12	1

Justification: Students are provided Autistic Support within groupings that do not exceed the 3 year age range. However, the Autistic Support Teacher services all grades within all four of the elementary school buildings.

Program Position #45*Operator: Intermediate Unit***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Unionville High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Blind or Visually Impaired Support	14 to 17	3	0.21

Program Position #46*Operator: Intermediate Unit***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Pocopson Elementary School and Unionville Elementary School	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Deaf and Hearing Impaired Support	8 to 11	3	0.2

Program Position #47*Operator: Intermediate Unit***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Unionville High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Blind or Visually Impaired Support	14 to 18	4	0.35

Program Position #48*Operator: Intermediate Unit***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
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Patton Middle School	A Middle School Building	A building in which General Education programs are operated	Itinerant	Autistic Support	11 to 14	12	0.2
Justification: Itinerant autistic support teacher serves as a related service provider and provides services to small groups. This individual is not a case manager.							
Unionville High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Autistic Support	14 to 18	18	0.4
Justification: Itinerant autistic support teacher serves as a related service provider and provides services to small groups. This individual is not a case manager.							

Special Education Support Services

Support Service	Location	Teacher FTE
Director of Special Education	District Office	1
Supervisor of Special Education	District Office	1
School Psychologist	Unionville High School	1
School Psychologist	Charles F. Patton Middle School	1
School Psychologist	Pocopson Elementary School	1
School Psychologist	Hillendale Elementary School & Chadds Ford Elementary School	1
School Psychologist	Unionville Elementary School & Chadds Ford Elementary School	1
School Social Worker	Chadds Ford Elementary School, Hillendale Elementary School, Pocopson Elementary School, & Unionville Elementary School	0.8
School Social Worker	Unionville High School	0.8
School Social Worker	Charles F. Patton Middle School & Unionville High School	0.8
Paraprofessional	Chadds Ford Elementary School, Hillendale Elementary School, Pocopson Elementary School, Unionville Elementary School, Charles F. Patton Middle School, & Unionville High School	48

Special Education Contracted Services

Special Education Contracted Services	Operator	Amt of Time per Week
Austill's Rehabilitation Services - Occupational Therapy and Physical Therapy Services	Outside Contractor	5 Days
Clarity Service Group - Personal Care Assistants	Outside Contractor	5 Days
Home and Community Services - Personal Care Assistants	Intermediate Unit	5 Days
Bayada Home Health Care - Nursing Services	Outside	5 Days

	Contractor	
PSA Healthcare - Nursing Services	Outside Contractor	5 Days
General Health Resources - Personal Care Assistants	Outside Contractor	5 Days

Needs Assessment

Record School Patterns

Question:

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

What other information do you still need to assess?

Answer:

This question has not been answered.

District Accomplishments

Accomplishment #1:

2014 District Math and Reading percent proficient and advanced:

Math 95.3%

Reading 93.9%

District Concerns

Concern #1:

Data that shows current PSSA, Keystone, and SAT scores exceed a 3-year average.

Data that shows improvement in School Performance Profile (SPP) scores.

Prioritized Systemic Challenges

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

Systemic Challenge #2 (*System #9*) Establish a district system that fully ensures each member of the district community promotes, enhances and sustains a shared vision of positive school climate and ensures family and community support of student participation in the learning process.

District Level Plan

Action Plans

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

Indicators of Effectiveness:

Type: Annual

Data Source: Curriculum Cycle

Specific Targets: Parent, teacher and administrative feedback

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/dddmg_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.](#))

SAS Alignment: Assessment, Instruction

Curriculum Mapping

Description: Empirical evidence of a positive statistical correlation of the use of curriculum mapping with student achievement is scarce. There was a 2001 study by the Indiana Center of Evaluation conducted for the Ohio DOE that determined curriculum alignment (defined as curriculum mapping with subsequent change in instructional practice) was the “single greatest factor in achieving improved test scores.” The following link provides a list of resources supporting the positive contributions of curriculum mapping to educational processes:

<http://www.curriculummapping101.com/materials/curriculum-mapping-research> ; the following link provides an overview of curriculum mapping:
http://en.wikipedia.org/wiki/Curriculum_mapping

SAS Alignment: Standards, Materials & Resources

Implementation Steps:

Curriculum Review, Development and Writing

Description:

Based on curriculum cycle, individual disciplines will be reviewed yearly. As part of the review curriculum will be made available in digital format for all.

Start Date: 1/6/2015 **End Date:** 1/6/2017

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

Supported Strategies:

- Common Assessment within Grade/Subject
- Curriculum Mapping

Goal #2: Establish a district system that fully ensures each member of the district community promotes, enhances and sustains a shared vision of positive school climate and ensures family and community support of student participation in the learning process.

Indicators of Effectiveness:

Type: Annual

Data Source: Survey results and parent, student, teacher feedback

Specific Targets: Participation in surveys and feedback

Strategies:

Social and Emotional Wellness Programs

Description: WWC has identified commercial (and other) social and emotional wellness programs that have a positive effect on the social and emotional wellbeing of students. (Source: <http://ies.ed.gov/ncee/wwc/FindWhatWorks.aspx?o=7&n=Personal/Social%20Development&r=0>)

SAS Alignment: Safe and Supportive Schools

Implementation Steps:

Develop Student Wellness Committee

Description:

Develop student wellness committee to analyze the following data: Concussion data, PAYS survey results, Community Service, Student Engagement, Climate perceptions, measure district mission. Identify and plan programs for staff.

Start Date: 9/1/2014 **End Date:** 11/2/2018

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

Supported Strategies:

- Social and Emotional Wellness Programs

Goal #3: Target Professional Development needs based on Curriculum Cycle

Indicators of Effectiveness:

Type: Annual

Data Source: Meeting agendas and school board reports

Specific Targets: Professional development programs are connected to Curriculum Cycle and evaluated.

Strategies:

Substantial Professional Development

Description: The Southwest Regional Educational Laboratory found that substantial professional development showed a positive impact upon student achievement (substantial = greater than 14 hours of focused professional development delivered via workshops or summer institutes, supported by follow-up sessions and all delivered by professional developers rather than train-the-trainer approaches). (Source: http://ies.ed.gov/ncee/edlabs/regions/southwest/pdf/rel_2007033.pdf)

SAS Alignment: Instruction

Implementation Steps:

Professional development linked to Curriculum Cycle

Description:

District has planned curriculum cycle. Evidence will be programming linked directly to the cycle.

Start Date: 11/5/2014 **End Date:** 11/4/2018

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

Supported Strategies:

- Substantial Professional Development

Goal #4: Improve Student Achievement

Indicators of Effectiveness:

Type: Annual

Data Source: Student achievement testing

Specific Targets: Student results

Strategies:*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

Implementation Steps:*Student Achievement***Description:**

Analyze and review student achievement data. Develop action plans to address student needs.

Start Date: 11/5/2014 **End Date:** 11/4/2018

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

Supported Strategies:

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

Appendix: Professional Development Implementation Step Details

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

Strategy #1: Common Assessment within Grade/Subject
Strategy #2: Curriculum Mapping

Start	End	Title	Description	Provider	Type	App.
1/6/2015	1/6/2017	Curriculum Review, Development and Writing	Based on curriculum cycle, individual disciplines will be reviewed yearly. As part of the review curriculum will be made available in digital format for all.	Unionville-Chadds Ford School District	School Entity	Yes
		Person Responsible Ken Batchelor and John Nolen				
		SH 2.0 S 30 EP 12				

Knowledge Teachers will review best practices in curriculum and instruction.

Supportive Research Research demonstrates a well developed standards aligned curriculum promotes students achievement.

Designed to Accomplish

- 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 classroom teachers, school counselors and education specialists:

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

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

Training Format

- LEA Whole Group Presentation
- Series of Workshops
- School Whole Group Presentation
- Live Webinar
- Department Focused Presentation
- Online-Asynchronous
- Professional Learning Communities
- Offsite Conferences

Participant Roles	Dir	Classroom teachers Principals / Asst. Principals Supt / Ast Supts / CEO / Ex	Grade Levels	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
		School counselors Paraprofessional Classified Personnel New Staff Related Service Personnel		

Parents

Follow-up Activities	<p>Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers</p> <p>Analysis of student work, with administrator and/or peers</p> <p>Creating lessons to meet varied student learning styles</p> <p>Peer-to-peer lesson discussion</p> <p>Lesson modeling with mentoring</p> <p>Joint planning period activities</p>	Evaluation Methods	<p>Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.</p> <p>Student PSSA data</p> <p>Standardized student assessment data other than the PSSA</p> <p>Classroom student assessment data</p> <p>Review of participant lesson plans</p>
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LEA Goals Addressed:	<p>#1 Establish a district system that fully ensures each member of the district community promotes, enhances and sustains a shared vision of positive school climate and ensures family and community support of student participation in the learning process.</p>	<p>Strategy #1: Social and Emotional Wellness Programs</p>
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Start	End	Title	Description
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9/1/2014	11/2/2018	Develop Student Wellness Committee			Develop student wellness committee to analyze the following data: Concussion data, PAYS survey results, Community Service, Student Engagement, Climate perceptions, measure district mission. Identify and plan programs for staff.		
Person Responsible	SH	S	EP	Provider	Type	App.	
John Sanville	2.0	8	20	Unionville - Chadds Ford School District	School Entity	Yes	

Knowledge Better understand challenges facing students.

Supportive Research School climate

Designed to Accomplish

For classroom teachers, school counselors and education specialists:

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

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
 Live Webinar
 Department Focused Presentation
 Online-Asynchronous
 Professional Learning Communities
 Offsite Conferences

<p>Participant Roles</p>	<p>Classroom teachers Principals / Asst. Principals Supt / Ast Supts / CEO / Ex Dir School counselors Paraprofessional Classified Personnel New Staff Other educational specialists Related Service Personnel Parents</p>	<p>Grade Levels</p>	<p>Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)</p>
<p>Follow-up Activities</p>	<p>Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers Peer-to-peer lesson discussion Journaling and reflecting</p>	<p>Evaluation Methods</p>	<p>Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. Participant survey Review of written reports summarizing instructional activity</p>

LEA Goals Addressed: #1 Target Professional Development needs based on Curriculum Cycle Strategy #1: Substantial Professional Development

Start End Title Description

11/5/2014	11/4/2018	Professional development linked to Curriculum Cycle				District has planned curriculum cycle. Evidence will be programming linked directly to the cycle.		
	Person Responsible	SH	S	EP	Provider		Type	App.
	Ken Batchelor	2.0	15	20	Unionville-Chadds Ford School District		School Entity	Yes

Knowledge	Specific professional development targeted at the needs of the curriculum cycle. Activities will be focused on instruction in a standards-based curriculum. Activities will support: differentiated instruction, assessment and standards, effective communication, reading, writing, listening and speaking across the curricula, and technology integration.
Supportive Research	Research and best practices support professional development focused on instructing standards, content and instructional skills.
Designed to Accomplish	<p>Enhances the educator’s content knowledge in the area of the educator’s certification or assignment.</p> <p>Increases the educator’s teaching skills based on research on effective practice, with attention given to interventions for struggling students.</p> <p>Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.</p> <p>Empowers educators to work effectively with parents and community partners.</p>
For classroom teachers, school counselors and education specialists:	
For school and district administrators, and other educators seeking leadership roles:	<p>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.</p> <p>Provides leaders with the ability to access and use appropriate data to inform decision-making.</p>

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
- Online-Asynchronous
- Professional Learning Communities
- Offsite Conferences

Participant Roles	Dir Classroom teachers Principals / Asst. Principals Supt / Ast Supts / CEO / Ex School counselors Paraprofessional Classified Personnel New Staff Other educational specialists Related Service Personnel	Grade Levels	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
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Follow-up Activities	Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers Analysis of student work,	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
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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

Standardized student assessment data other than the PSSA
 Classroom student assessment data
 Participant survey

LEA Goals Addressed: #1 Improve Student Achievement **Strategy #1: Data Analysis Procedures, Data-Informed Instruction, Data Teams & Data Warehousing**

Start	End	Title			Description		
11/5/2014	11/4/2018	Student Achievement			Analyze and review student achievement data. Develop action plans to address student needs.		
	Person Responsible	SH	S	EP	Provider	Type	App.
	Ken Batchelor	4.0	8	20	Unionville-Chadds Ford School District	School Entity	Yes

Knowledge Understand student achievement results and how to best program for individual student needs. Review both achievement and growth data.

Supportive Research Analysis of student data results is a proven method to increase student achievement.

Designed to Accomplish
 For classroom teachers, school Increases the educator’s teaching skills based on research on effective practice, with

counselors and education specialists:

attention given to interventions for struggling students.

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

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

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

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

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

Training Format

- LEA Whole Group Presentation
- Series of Workshops
- School Whole Group Presentation
- Department Focused Presentation
- Online-Asynchronous
- Professional Learning Communities
- Offsite Conferences

Participant Roles

Dir

- Classroom teachers
- Principals / Asst. Principals
- Supt / Ast Supts / CEO / Ex
- School counselors
- Paraprofessional
- New Staff
- Other educational

Grade Levels

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

specialists
Related Service Personnel

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

Follow-up Activities varied student learning styles

Peer-to-peer lesson

discussion

Lesson modeling with mentoring

Joint planning period activities

Evaluation Methods

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

Student PSSA data

Standardized student assessment data other than the PSSA

Classroom student assessment data

Participant survey

District Level Affirmations

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

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

No signature has been provided

Board President

No signature has been provided

Superintendent/Chief Executive Officer

Special Education Affirmations

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

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

Affirmed by Victor Dupuis on 6/25/2014

Board President

Affirmed by John Sanville on 4/29/2014

Superintendent/Chief Executive Officer