

Brandywine Heights Area SD

District Level Plan

07/01/2016 - 06/30/2019

District Profile

Demographics

200 W Weis St
Topton, PA 19562
(610)682-5100
Superintendent: Andrew Potteiger
Director of Special Education: Mary Darrach

Planning Process

Fall 2014 - Attend BCIU Comprehensive Planning Workshop

Spring 2015 - Discuss plan components, committee formation, and collaborative implementation

Fall 2015 - Administrative Meeting to discuss Comprehensive Planning

Fall 2015 - Review of Comprehensive Plan with entire group before submitting to School Board

Fall 2015 - Submit to Board/State

Mission Statement

Enable students to strive for success in an ever-changing global society.

Vision Statement

Building a school-community partnership

Helping students become life-long learners

Adapting to the global society of the 21st century

Striving to reach our fullest potential

Dedicating ourselves to excellence in a safe educational environment

Shared Values

We believe ...

- a healthy partnership among the home, school district and the community contributes to a quality educational system.
- a safe and supportive environment is essential for student learning.
- providing an excellent program committed to continuous improvement addresses the educational needs of all students.
- it is our responsibility to foster lifelong learners to be productive in a global society.
- students should take risks and explore avenues in order to achieve success.
- all students can learn and are capable of developing confidence to face challenges.
- honesty and integrity promotes a culture of respect which values diversity.
- each individual can develop a strong character to foster productivity, responsibility and independence as citizens.

Educational Community

The Brandywine Heights Area School District is located in the northeastern quadrant of Berks County, about ten miles from the City of Reading. The district borders Lehigh County and is within commuting distance of the Allentown/Bethlehem metropolitan area. The district encompasses approximately 52.2 square miles and is comprised of four municipalities: the Borough of Topton and the townships of District, Longswamp, and Rockland. The Borough of Topton, which is central to our district and where our administrative offices are located, is approximately 6 miles from the nearby community of Kutztown. Kutztown houses Kutztown University, the campus of a local branch of the state college system. The school district has strived to capitalize on the proximity to the University and in such has developed a strong collaboration.

Within easy driving range of the larger metropolitan areas of Allentown/Bethlehem and Reading, Topton is a relatively rural area with a borough population of approximately 2000. Topton is perhaps best known for being the home of the Topton Lutheran Home, an assisted living and skilled nursing community for the elderly. The largest commercial industry in the Topton area is East Penn Manufacturing, associated with the manufacture and shipping of Deka automotive and marine

batteries. The close proximity of two larger cities provides opportunities for employment in any number of occupations that would not normally be available in a small community.

The Brandywine Heights Area School is comprised of one elementary building, one intermediate and middle school building, and one high school, serving approx. 1650 students. Brandywine Heights Elementary serves 460 students in six full-day kindergarten classes, six first grade classes, five second grade classes, and five third grade classes. The Brandywine Heights Intermediate School was developed in 2011 as an age appropriate building which transitions students from a very supportive primary elementary school environment to a supportive environment with emphasis on independence and the development of greater responsibility. The Intermediate School houses approximately 215 students in fourth and fifth grade. The Middle School is comprised of 375 students in grades sixth, seventh and eighth grades. Coupled with a rich academic program, there is a strong emphasis on peer collaboration and interpersonal skills. The High School, which was recently constructed in 2000, accommodates our ninth, tenth, eleventh, and twelfth grade students. The school instructs approximately 475 students with a rich academic program.

The district offers Advanced Placement courses in English, World History, United States History, Calculus AB, Calculus BC, United States Government and Politics, Art History, Music Theory, and Statistics. The high school participates in High Schools That Work and is a Career Pathways school. Thirty five career areas are available to Brandywine Heights students at the Berks Career and Technical Center, with two campuses, one at Oley and one in Hamburg. Brandywine Heights High School, in cooperation with Reading Area Community College and Lehigh Carbon Community College, offers students the opportunity to obtain college credit for courses taken at BHHS. We currently offer 16 dual enrollment courses.

In 2006-2007 the high school introduced Project Lead the Way, a college recognized pre-engineering program designed to introduce students to the career of engineering. This program prepares students for the types of engineering classes they will be taking in college. Students planning to major in engineering can benefit by completing the entire program, or just by taking one of the classes. The program is comprised of three foundation courses, a specialization course, and a capstone course. Currently, four courses are being offered: Introduction to Engineering Design (IED), Principles of Engineering (POE), Digital Electronics Specialization Course (DE), and Civil Engineering & Architecture (CEA).

The district is one of 18 public school districts that comprise the Berks County Intermediate Unit (#14). There is a close working relationship among the member districts, with Superintendents, Curriculum Coordinators, Human Resource Directors, Principals, Reading Supervisors, etc. from the various districts meeting on a monthly basis with their counterparts to collaborate, share best practices, and problem solve.

Our curriculum provides students with an integrated and comprehensive course of study, along with opportunities for exploratory learning. The instruction is provided by 100% highly qualified teaching staff who are skilled at engaging students and providing a rich educational experience. The school district also embraces technology and believes that we must enhance our instruction with

these tools to compete and prepare our students for a global economy. In 2010, the school district developed a virtual academy that provides a blended opportunity for education for students. Students can choose to participate fully in a cyber-education or engage in a blended approach where they attend school for some courses and partake in others virtually in their home. The program has been extremely successful and has grown to service over 80 students.

In 2013 the district implemented a 1:1 initiative in grades K-8. In 2014 the initiative was taken to the high school to include all grades K-12.

Planning Committee

Name	Role
Kristen Apgar	Business Representative : Professional Education
Nathanial Bentley	Elementary School Teacher - Special Education : Professional Education
Eileen Black-Rodriguez	Business Representative : Professional Education
Stacey Carpenito	Administrator
Erin Davis	Elementary School Teacher - Special Education : Professional Education
Robert Farina	Administrator : Professional Education
Douglas Felegy	Ed Specialist - School Counselor : Professional Education
Lauren Gardner	Ed Specialist - Other : Professional Education
Katie Hess	High School Teacher - Regular Education : Professional Education
Stephanie Kelly	Administrator
Mary Ann Lambert	Elementary School Teacher - Regular Education : Professional Education
Jennifer Langan	Parent : Professional Education
Karen Long	Administrator : Professional Education
Cheryl Meinschein	Community Representative : Professional Education
Andrew Potteiger	Parent : Professional Education
Kate Small	Elementary School Teacher - Regular Education : Professional Education
Audrey Tucker	Elementary School Teacher - Regular Education : Professional Education
Lisa Turner	Elementary School Teacher - Regular Education
Thomas Voelker	Student Curriculum Director/Specialist
Susan Wilson	Elementary School Teacher - Special Education
Maria Winkler	Community Representative : Professional

	Education
Joshua Ziatyk	Administrator

Core Foundations

Standards

Mapping and Alignment

Elementary Education-Primary Level

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

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

Section not required. Content is unable to be cleared, so all sections have been adjusted to "Accomplished".

Elementary Education-Intermediate Level

Standards	Mapping	Alignment
Arts and Humanities	Accomplished	Accomplished
Career Education and Work	Accomplished	Accomplished
Civics and Government	Accomplished	Accomplished
PA Core Standards: English Language Arts	Accomplished	Accomplished

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

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

Section not required. Content is unable to be cleared, so all sections have been adjusted to "Accomplished".

Middle Level

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

World Language	Accomplished	Accomplished
----------------	--------------	--------------

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

Section not required. Content is unable to be cleared, so all sections have been adjusted to "Accomplished".

High School Level

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

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

Section not required. Content is unable to be cleared, so all sections have been adjusted to "Accomplished".

Adaptations

Elementary Education-Primary Level

- 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
- Geography

- Health, Safety and Physical Education
- History
- Science and Technology and Engineering Education

Elementary Education-Intermediate Level

- 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
- Geography
- Health, Safety and Physical Education
- History
- Science and Technology and Engineering Education

Middle Level

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

High School Level

- 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

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.	Accomplished
Content, including materials and activities and estimated instructional time to be devoted to achieving the academic standards are identified.	Accomplished
The relationship between the objectives of a planned course, instructional unit or interdisciplinary studies and academic standards are identified.	Accomplished
Procedures for measurement of mastery of the objectives of a planned course, instructional unit or interdisciplinary studies are identified.	Accomplished

Processes used to ensure Accomplishment:

Section not required. Content is unable to be cleared, so all sections have been adjusted to "Accomplished".

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

Section not required. Content is unable to be cleared, so all sections have been adjusted to "Accomplished".

Elementary Education-Intermediate Level

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

Processes used to ensure Accomplishment:

Section not required. Content is unable to be cleared, so all sections have been adjusted to "Accomplished".

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

Section not required. Content is unable to be cleared, so all sections have been adjusted to "Accomplished".

Middle Level

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

Processes used to ensure Accomplishment:

Section not required. Content is unable to be cleared, so all sections have been adjusted to "Accomplished".

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

Section not required. Content is unable to be cleared, so all sections have been adjusted to "Accomplished".

High School Level

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

Processes used to ensure Accomplishment:

Section not required. Content is unable to be cleared, so all sections have been adjusted to "Accomplished".

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

Section not required. Content is unable to be cleared, so all sections have been adjusted to "Accomplished".

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

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

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

Middle Level

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

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

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 16/17	SY 17/18	SY 18/19
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:*No graduation requirement specifics have been identified.*

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.

Support for Struggling Schools

The Brandywine Heights Area School District will support any school within the district needing assistance in meeting annual attainment of the academic standards at a proficient level or higher. Every faculty member in the district is involved in mining student data by focusing specifically on each child's strengths and weaknesses and adjusting instruction to meet the needs of the students. This joint effort is a part of our district's plan focusing on raising Mathematic scores for all high school students and increasing the scores of our students with Individual Education Plans throughout the district in both Reading and Mathematics. The first step our faculty would take to assist struggling schools would be to analyze the data from the Pennsylvania State System of Assessment (PSSA) and the curriculum-based assessments. These data show the strengths and weaknesses of the

student which will allow educators to prioritize and address the needs of individual students. Once the needs are prioritized, identification of necessary changes can occur. Measures of how to assess the implementation of the change and specifically collect data on the changes need to be determined. Then, a design for instruction can be created. This design will determine if outside resources are necessary. Next, the delivery of instruction and how it is to be carried out will occur. At this time, if professional development is needed resources must be pulled in order to meet those needs. As the professional development evolves, the people who are trained will be able to train others in the district. The entire process is ongoing because each year the district will have new data to review to make sure students are mastering the Pennsylvania Academic Standards. As written in our belief statements, we believe that all students can be active learners in a student-centered environment that utilizes a variety of instructional strategies to address individual differences. We are committed to a standard of excellence that allows all students to achieve levels of proficiency. Therefore, supporting all of our schools is a priority that we practice whether or not one is having difficulties.

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	
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:

The Brandywine Heights Area School District has also partnered with the recently created Brandywine Heights Community Task Force (BHCTF) in an effort to further educate students, families, and community members about the risks of drugs and alcohol; and to help provide alternative choices. It is through the BHCTF that the school district partnered with the YMCA (through a grant from United Way) to provide after school activities for students in the Middle School (Monday - Thursday).

Identifying and Programming for Gifted Students

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

Procedures for Gifted Screening

Screening of 2nd and 3rd Graders:

Objective: To use a reliable screening tool that accurately identifies students whose aptitude and performance meets the guidelines for inclusion in our program and reflects state mandates.

Methods of Screening:

- **Mass screening using the OLSAT beginning in December for 2nd grade and Spring for 3rd grade.**
 - **Parent and teacher referral to be pursued no less than 30 days into a new school year.**
 - **Request must be in writing.**
 - **Request will include interventions used and documentation consistent with identification for other special needs programs.**
1. **Annual Screening of 2nd Graders and 3rd Graders Gifted Placement:**
 - a. OLSAT will be administered by classroom teachers in December for 2nd grade and Spring for 3rd grade.
 - b. These will be scored by the Pearson Assessment Company.
 - c. Students scoring above the benchmark of 125 I.Q. points will receive further testing by school counselors upon parental consent.
 - d. Students with scores of 130 or higher move to the psychologist for full testing upon parental consent.
 - e. Outside psychological evaluations and PA generated GIEP's from sending districts of transfer students also place students in the program.
 2. **Teacher or parent requests for screening other than annual screening used for 2nd and 3rd Grade Placement:**
 - a. Student will be given the OLSAT or an alternative assessment determined by the guidance counselor.
 - b. Students may be tested further based on same criteria as above.

3. **Re-screening for gifted program:**

- a. If a student does not meet the criteria for further evaluation, that student may be referred for screening after a period of one year.
- b. A student may be referred twice during the grades K-12 as a student of Brandywine Height Area School District.

4. **Accommodating students needing enrichment in the regular classroom:**

- a. Students should receive differentiated instruction in the regular classroom if the need for enrichment has been identified.
- b. The level of intervention should be based on data collection and classroom performance.
- c. For the students identified in the gifted program, the gifted instructor and classroom instructor should collaborate to provide appropriate methods and materials.

Developmental Services

Developmental Services	EEP	E EI	ML	HS
Academic Counseling	X	X	X	X
Attendance Monitoring	X	X	X	X
Behavior Management Programs	X	X	X	X
Bullying Prevention	X	X	X	X
Career Awareness	X	X	X	X
Career Development/Planning	X	X	X	X
Coaching/Mentoring	X	X	X	X
Compliance with Health Requirements –i.e., Immunization	X	X	X	X
Emergency and Disaster Preparedness	X	X	X	X
Guidance Curriculum	X	X	X	X
Health and Wellness Curriculum	X	X	X	X
Health Screenings	X	X	X	X
Individual Student Planning	X	X	X	X
Nutrition	X	X	X	X
Orientation/Transition	X	X	X	X
RTII/MTSS	X	X		
Wellness/Health Appraisal	X	X	X	X
WIN* (What I Need/modification of RTI)	X	X	X	

Explanation of developmental services:

Positive behavior systems are established at each level. At the elementary level, there is a strong emphasis on school climate with a positive behavior system in place. In the middle school, character education is a focus. There is also a peer mediation group established to work through student conflict. As a piece of the HS bullying prevention, Day One activities include team building activities the entire day. Throughout the year, activities are continued, with final yearly activities summing up the year.

Diagnostic, Intervention and Referral Services

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

Explanation of diagnostic, intervention and referral services:

This narrative is empty.

Consultation and Coordination Services

Consultation and Coordination Services	EEP	EEI	ML	HS
Alternative Education	X	X	X	X
Case and Care Management		X	X	X
Community Liaison	X	X		
Community Services Coordination (Internal or External)	X	X	X	X
Coordinate Plans				
Coordination with Families (Learning or Behavioral)	X	X	X	X
Home/Family Communication	X	X	X	X
Managing Chronic Health Problems	X	X	X	X
Managing IEP and 504 Plans	X	X	X	X
Referral to Community Agencies	X	X	X	X
Staff Development	X	X	X	X

Strengthening Relationships Between School Personnel, Parents and Communities	X	X	X	X
System Support				
Truancy Coordination	X	X	X	X

Explanation of consultation and coordination services:

This narrative is empty.

Communication of Educational Opportunities

Communication of Educational Opportunities	EEP	E EI	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				
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	E EI	ML	HS
Individual Meetings	X	X	X	X
Individual Screening Results	X	X	X	X
Letters to Parents/Guardians	X	X	X	X
Website	X	X	X	X
Meetings with Community, Families and Board of Directors	X	X	X	X
Newsletters	X	X	X	X
School Calendar	X	X	X	X
Student Handbook	X	X	X	X

Frequency of Communication

Elementary Education - Primary Level

- More than once a month

Elementary Education - Intermediate Level

- More than once a month

Middle Level

- More than once a month

High School Level

- More than once a month

Collaboration for Interventions

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

Communication is the top priority at all schools within the district. IEP teams, SAP teams, SAT (student assistance teams), Core teams, all function in the effort to remove as many barriers as possible in the effort to see students succeed.

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

Parent and Community Participation

Transitions are a critical part of student development which is recognized by the school district. For successful transitions to occur, community and parent involvement is essential. The saying it takes a village to raise a child is a strong belief in our school district. The Brandywine Heights Area School District supports participation and involvement from parent and local community members and agencies. In the elementary buildings parents take a very active role in our PTC (Parent Teacher Council), and in the middle school in the PTP (Parent Teacher Partnership). These organizations plan fundraisers, events for students throughout the school year, and volunteer in the buildings. Beyond the organizations, there are programs in place in the district that involve seniors from our community like: grandparent's day, Veteran's Day, SMILES (Senior Motivators In Learning and Education Services), etc. Central office staff also meet with local clergy quarterly to cultivate the bond between community and school. Valuable outcomes such as quarterly food bank collections and a free After School Program for students in the Middle School (grades 6-8) is able to be offered. Community presentations are also conducted in municipal buildings, churches and other community centers to inform the community of academic and business awareness.

Transitioning into school during Kindergarten is a critical stage. To strengthen the bond and ease the process for students, the school district central office administration, building administration and all

Kindergarten teachers collaboratively work with local preschools to plan for successful transitions. Staff observations at preschools from Kindergarten teachers and observations by preschool teachers in Kindergarten classrooms occur two times a year. A parent transition night jointly planned and executed by Kindergarten and preschool teachers occurs in the spring. Preschools also bring their students into the Kindergarten classrooms to help acclimate the students. Parent nights are held as a question/answer session with the building principal and Kindergarten teachers. As students' progress from elementary to the intermediate, middle and high school levels, the guidance department offers assistance in career shadowing. This opportunity for students allows them to go out into the community and take part in various activities, for a day or more, at agencies to experience a work environment in that field of study. Through this department, at all levels, elementary, middle, and high school volunteers from the community come into the buildings to talk at various times throughout the school year about careers and what their jobs entail. Overall, the district's efforts at involving parents and community members are constant. As noted in our mission and shared values, we strongly believe in building a school-community partnership that is healthy among the home, the school district, and the community in order to provide a quality education.

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.

Pre-Kindergarten Transition

The Brandywine Heights Area School District understands that importance of transitions, especially the preschool to Kindergarten transition. The school district collaborates with local preschool directors, teachers, United Way transition coordinators, Head Start admin and teachers, and the BCIU early childhood specialists. Central Office staff also participate in a county wide Berks Pre-K/Kindergarten Transition Committee as well as Office of Child Development Early Learning transition committee at the Pennsylvania Department of Education State Level.

At the local district level, Kindergarten teachers collaborate with local preschool teachers and directors as well as head start agencies to strengthen to transition bond for students. The school district and preschools meet quarterly and annually perform staff swaps where Preschool teachers observe Kindergarten classrooms to view the transition of preschoolers in to the Kindergarten classrooms in the fall and similarly, Kindergarten teachers visit preschools to observe incoming preschool students. Preschools also have a transition day where they bring preschool (future Kindergarten students) into the Elementary school for a transition day. Additionally, a joint parent night with preschool teachers and K teachers is

held in the spring to allow for parent/student activities and a question answer session with Kindergarten teachers and the Elementary Principal.

Kindergarten registration is held in February to gather paper information for registration.

In the late spring, a Kindergarten screening registration is also held where incoming students work with Kindergarten teachers and district specialists to screen students for Kindergarten readiness. Parents work with the Elementary Principal and learn about the climate and culture of the Elementary school and Kindergarten program.

All of these activities are supported by the district to ensure that there is a smooth transition into the school district for both families and students. A positive start to school is essential.

Materials and Resources

Description of Materials and Resources

Elementary Education-Primary Level

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

Provide explanation for processes used to ensure Accomplishment.

Section not required. Can't clear status, so all set to "Accomplished".

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

This narrative is empty.

Elementary Education-Intermediate Level

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

Provide explanation for processes used to ensure Accomplishment.

Section not required. Can't clear status, so all set to "Accomplished".

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

This narrative is empty.

Middle Level

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

Provide explanation for processes used to ensure Accomplishment.

Section not required. Can't clear status, so all set to "Accomplished".

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

This narrative is empty.

High School Level

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

Provide explanation for processes used to ensure Accomplishment.

Section not required. Can't clear status, so all set to "Accomplished".

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

This narrative is empty.

SAS Incorporation

Elementary Education-Primary Level

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

Further explanation for columns selected "

Section not required. All set to "Full".

Elementary Education-Intermediate Level

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

Further explanation for columns selected "

Section not required. All set to "Full".

Middle Level

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

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

Further explanation for columns selected "

Section not required. All set to "Full".

High School Level

Standards	Status
Arts and Humanities	Full

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

Further explanation for columns selected "

Section not required. All set to "Full".

Professional Education

Characteristics

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

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

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

Professional education and/or in-service time is built into the calendar in order to implement changes and promote continuous growth. Additional professional development time was recently negotiated into the CBA. This year, the district shifted towards a more differentiated professional development approach - better tailoring the professional development to the needs of each individual teacher. Through the use of technology, better collaboration has been implemented across buildings. After analyzing both qualitative and quantitative data, the district's professional development committee helps plan and develop the following year's professional development.

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

This narrative is empty.

Educator Discipline Act 126, 71

Provides educators with mandated reporter training, totaling 3 hours, every 5 years as outlined in Act 126.

Questions
The LEA has conducted the required training on:
8/20/2013 All staff completed (SafeSchools)
8/19/2014 New-hires completed (SafeSchools)
8/18/2015 New-hires will complete this year (SafeSchools)

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

Questions
The LEA has conducted the training on:
8/18/2015 All Staff will complete this year (SafeSchools)

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

Questions
Not Applicable for our school entity

Strategies Ensuring Fidelity

- 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.

The selected characteristics described above are ensured through various systems we have in place including: My Learning Plan, data dialogues, professional judgment of administrators (principals, director of curriculum and instruction, superintendent), PD evaluation forms, and informal conversation and reflection with the professional development committee.

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.

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

In order to ensure the selected characteristics, the district provides:

- Induction Day in August
- Monthly inductee meetings with principal and mentor
- Grade level/department/faculty meetings
- Observations by mentor/mentee
- BCIU trainings throughout the year (3 out of 8)

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.
- Standardized student assessment data other than the PSSA.
- Classroom assessment data (Formative & Summative).
- Inductee survey (local, intermediate units and national level).
- Review of inductee lesson plans.
- Review of written reports summarizing instructional activity.
- Knowledge of successful research-based instructional models.
- Information collected from previous induction programs (e.g., program evaluations and second-year teacher interviews).

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

Mentors, administrators and inductees meet monthly to review scheduling, procedures, teaching strategies, and answer inductee questions. District-wide initial meeting is facilitated by curriculum and instruction office. District provides guidelines for the induction process which are in line with the PA state requirements for new-teacher induction. The district requires inductees to take at least three classes offered through BCIU.

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

PSSA data is not released in a timely manner to be used as an assessment component for an inductee. Additionally, since portfolios are submitted at the end of the year. As such, needs of the inductee are typically not assessed from this source either.

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.

The district ensures these characteristics with the use of the mentor selection process and teacher evaluation process.

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			X		
Assessments	X	X	X	X		

Best Instructional Practices	X		X	X		
Safe and Supportive Schools	X	X				
Standards	X					
Curriculum	X	X			X	
Instruction	X	X		X	X	
Accommodations and Adaptations for diverse learners	X		X			
Data informed decision making	X		X		X	
Materials and Resources for Instruction	X		X		X	X

If necessary, provide further explanation.

This narrative is empty.

Monitoring Evaluating and Induction Program

Identify the procedures for monitoring and evaluating the Induction program.

Mentors, administrators and inductees meet monthly to review scheduling, procedures, teaching strategies, and answer inductee questions. District-wide initial meeting is facilitated by curriculum and instruction office. District provides guidelines for the induction process which are in line with the PA state requirements for new-teacher induction. The district requires inductees to take at least three classes offered through BCIU. Program evaluation forms are made available to mentors and inductees to be submitted with the end of year program requirements. At the end of the year, inductees are required to submit a final packet to the Curriculum Office which includes a log of professional development activities, observations, and monthly building induction meeting reflective evaluation, complete with signatures of participation staff members, mentor(s) and building administrator(s).

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: **281**

Identification Method

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

The Brandywine Heights Area School District continues to use the discrepancy model as the final determination in identifying a student with a specific learning disability. Additionally, the district uses a process that rules out a lack of exposure of appropriate reading and math instruction as the primary cause of academic performance deficits. For students who have had adequate exposure to instruction within our schools, the district determines, as part of its pre-referral process, the extent to which the students have responded to core and remedial academic instruction. Students are initially referred to the pre-referral team by their assigned teacher(s). Prior to being referred, teachers have implemented educational accommodations and adaptations to address students' needs. At the pre-referral team meetings, research-based interventions in reading and/or mathematics are implemented. For instance, a student may be placed in a Title 1 Reading Program that uses a variety of reading interventions. The interventions as well as continuous support are implemented for a duration of 30 school days. At the outcome meetings, the team evaluates students' overall progress with respect to prescribed goals and interventions. Upon reviewing the collected data, if there is a lack of progress based on curriculum based assessments and ongoing progress monitoring, students are referred for a multi-disciplinary evaluation. Norm-referenced tests of intelligence and achievement are conducted to obtain a profile of a student's strengths and weaknesses. If significant academic deficits are identified through the evaluation process which align with weakness in performance in the classroom, the student is identified as a child suspected of having a learning disability and in need of an individual educational plan.

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>

According to the district's Special Education Data Report for the 2012-13 school year, there is no disproportionate representation of race/ethnicity of students receiving special education services and supports. According to the data there is one disability category,

Other Health Impairment (OHI), that is disproportionately higher than the state percentage. When identifying students with a specific learning disability, the Brandywine Heights Area School District uses a process that rules out lack of exposure to an appropriate reading and math curriculum as the primary cause of academic performance deficits. For students who have been provided with appropriate instruction within our schools, the district determines, as part of its pre-referral assessment, the extent to which students have responded to core and remedial academic instruction. Students are initially referred to the pre-referral team (i.e., Student Assistance Team or Student Assistance Program) by their assigned teacher(s). Prior to being referred, teachers have implemented educational accommodations and adaptations to address and meet students' needs. Interventions as well as continuous support through accommodations and adaptations are implemented for a duration of 30 school days. At the Outcome Meetings, the team evaluates the students' overall progress with assigned goals and interventions. Upon reviewing the collected data, if there is a lack of progress based on curriculum-based assessments and ongoing progress monitoring, a student is referred for a multi-disciplinary evaluation where norm-referenced tests of intelligence and academic achievement are conducted to obtain a profile of a student's strengths and weaknesses. If significant weaknesses are manifested in particular subject areas, which align with weaknesses in performance in the classroom, the student is identified as a child suspected of having a specific learning disability and in need of an individualized educational plan. As a district we will continue with the current process towards identifying students under the specific learning disability category.

To address reading skills deficits, the district employs three Reading Specialists/Title I Instructors, who service grades K-6.

These specialists are able to work more intensively with students. Once students are referred for a multi-disciplinary evaluation, they have been instructed using various interventions, and when a lack of progress is manifested through ongoing monitoring using a universal screening, such as STAR, the testing profile collected by the school psychologist may show a need for specially designed instruction. Additionally, at the different levels (i.e., elementary, middle, and high school), the district has incorporated a co-teaching model, which has helped towards providing differentiated instruction and opportunities for the re-teaching, practice, and repetition of skills. There are also team meetings among the different grade and subject levels. This provides teachers with opportunities to collaborate as they develop educational programming for students. The collaboration process has allowed staff to implement accommodations and/or adaptations that have addressed student's academic needs. For students who have been classified under the Other Health Impairment classification, the S.A.T. at the elementary level has often created behavioral charts and/or contracts for students who present with behaviors that interfere with their learning or the learning of others. Some of the behaviors addressed during the pre-referral process are: following classroom routine, calling out behaviors, remaining in assigned (or work) area, keeping hands and/or feet to self, and completing independent seat work. After 30 school days, if the interventions are not adequately addressing the problem behaviors, the student will be referred for a multi-disciplinary evaluation. Through the multi-disciplinary evaluation, systematic observation using the

B.O.S.S., completed psychological behavioral/emotional rating scales, and parent and teacher input will be utilized to rule out behaviors that could be impeding on a student's learning. If this is the case, the psychologist will determine if a PA Chapter 15 Service Agreement would best meet the student's needs or if a PA Chapter 14 when there are significant academic deficits within the student's testing profile (e.g., using cognitive and academic achievement assessments). The majority of times, a student who is identified under Other Health Impairment has been medically diagnosed with Attention-Deficit/Hyperactivity Disorder, or based on clinical impression the psychologist concludes a student presents with behavioral symptoms that are aligned with the DSM-5 diagnosis of Attention-Deficit/Hyperactivity or student has had a PA Chapter 15 that is not addressing other areas of concerns, e.g., academic deficits which can only be addressed within Chapter 14.

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 Brandywine Heights Area School District currently does not have students that qualify under Section 1306 of the Pennsylvania School Code. However, in the event that Brandywine Heights Area School District does become a host school district (the school district where the children's institution is physically located), it is required to allow a nonresident student in a children's institution to attend the public schools of the host school district until the student receives a diploma or completes the school term in which they turn 21. The host district is responsible for providing the educational program for students, including students with disabilities who are placed in that facility, and for ensuring the provision of a "free appropriate public education" for eligible children with Individualized Education Programs (IEPs) in accordance with the Individuals with Disabilities Education Act (IDEA) and for "qualified handicapped students" with Service Agreements in accordance with § 504 of the Rehabilitation Act of 1973 and 22 PA Code Chapter 15.

The host school district cannot refuse to educate a student in a regular or special education program in a regular public school unless 1) a court order requires that the child be educated at the residential facility; 2) a current IEP and NOREP, or a service agreement under 22 PA Code Chapter 15, requires a different placement; 3) the child is currently expelled from his or her last educational placement due to a weapons offense (see, 24 P.S. § 13-1317.2(e.1)) or 4) the student is in an "interim alternative educational setting" and placed in accordance with the IDEA (see, 34 C.F.R. § 300.530 (c), (d)(5), and (g)). Students may not be presumptively assigned to alternative education programs for disruptive youth;

such placements must be made in accordance with federal and state disciplinary protections referenced in the BECs;

(1) Alternative Education for Disruptive Youth

(http://www.education.state.pa.us/portal/server.pt/community/purdon%27s_statutes/7503/alternative_education_for_disruptive_youth/507342), and

(2) Enrollment of Students

(http://www.education.state.pa.us/portal/server.pt/community/purdon%27s_statutes/7503/enrollment_ofstudents/507350).

For a child with a disability with an IEP or Service Agreement, when not prohibited by court order, the host district must consider the educational placement options to educate the student in the host district's public schools. If the host district and parent through the IEP or Service Agreement process determine that an alternative educational setting will appropriately address the student's educational needs, the host school district is responsible for providing the student with a Free Appropriate Public Education (FAPE) and any needed special education or services consistent with 22 PA Code Chapter 14 and the IDEA or with 22 PA Code Chapter 15 and §504 of the Rehabilitation Act. For students eligible for services under Chapter 14, this means the host school district is responsible for making decisions regarding the goals, specially designed instruction, and educational placement for each student through the IEP Team process. Similarly, the host school district is responsible for conferring or meeting with the family and for developing a Service Agreement for a "qualified handicapped student" pursuant to Chapter 15.

Child Find Responsibility

In addition to ensuring that an appropriate educational program is provided, the host school district has Child Find responsibility for children "thought-to-be" eligible for special education services and/or accommodations within the host school district's jurisdiction. This responsibility includes locating, identifying, and evaluating all §1306 students with suspected disabilities, including but not limited to evaluating students for whom a request for an evaluation has been made. In fulfilling the Child Find obligation, the host school district cannot rely entirely on information from the facility, but must make independent efforts to ascertain whether eligible students are present. If a host school district suspects that a child may be eligible for special education or for a Service Agreement under 22 PA Code Chapter 15, the host district must seek informed consent to initiate evaluation procedures from an individual who meets the definition of parent in the IDEA, a surrogate parent appointed by the host district, or a person appointed by a court to provide such consent. If a child who is "handicapped" under Section 504 or is identified by a school district as thought-to-be disabled and in possible need of specially designed instruction under IDEA and Chapter 14, the host school district should procedurally move forward with a special education evaluation under IDEA and Chapter 14. One indication that a child is thought-to-be-eligible may include a determination by the host district, parent, or a professional that the child's educational needs cannot be met in a regular public school

setting. For children suspected as IDEA eligible students, the host district is responsible for maintaining contact with the student's district of residence for the purpose of keeping the district of residence informed of its plans for educating the student and seeking the advice of that district with respect to the student.

Educational Decision-makers

If neither the parent of a child who is eligible or thought-to-be- eligible for special education nor an individual who meets the definition of parent in the IDEA can be located, the host district must appoint a surrogate parent.

Transferring Students

During the §1306 student's tenure in the children's institution, the host school district must ensure that all students have access to education; students with disabilities receive FAPE in accordance with their IEPs or Service Agreements; and all mandated procedural protections are provided. Host and district of residence may agree in writing to a different arrangement for the division of educational and procedural responsibilities for students identified as IDEA eligible, but they must receive approval by PDE after notice to and an opportunity for comment by the parents of the student. If the student has an IEP from the previous school district, the host school district must without delay convene an IEP meeting to determine whether the child's IEP should be revised, whether the student can be educated in the public schools of the host district, or whether some other placement option is appropriate for the child. If the child's parent cannot attend the IEP meeting in person, the host school district must take steps to ensure that the parents are included in the IEP meeting, including informing parents they can participate through a teleconference call or other appropriate means in the same way the host school district would facilitate the participation of the parents of its resident children. Until a new IEP is developed for the child by the IEP team including the parent, the child must receive services comparable to those in the existing IEP. The host district is responsible for monitoring the educational progress and reviewing educational services for the student on a continuous basis and at least as often as report cards are issued. The host school district is also responsible for maintaining contact with the resident school district with respect to the student's placement and progress. The parent and the host district should, if feasible, make a decision as to the appropriate educational placement of the child before the student arrives at the facility. However, in any case, the student must be attending a school program within five school days of the student's admission to the institution. If the information or an individual necessary to make an informed decision about the appropriate educational placement of the child is not available within the 5-day period, and if the parent agrees, the host school district can arrange for or authorize the child's education at a school program located at the facility until the host district and parent can make a formal decision regarding the student's educational placement. If no parent can be identified, the child can temporarily be educated at the facility if there is a clinical recommendation that the child should not attend public

school. In either case, the final decision regarding the child's education placement must be made without delay. In order to facilitate a smooth transition, if the residential facility provides notice that a student is to be released from the facility, the host district should attempt to work with the resident school district to prepare for the student's discharge from the institution at least 2 weeks prior to the student's planned discharge from the residential program, if possible. If, instead of returning home, the student is moving to a residential facility in another school district, these contacts should be made with the new host district. In making a decision about where to educate a student, consideration should be given to the courses that would be available to the child in the proposed program, the qualifications of the staff, the program's ability to provide FAPE and comply with the other requirements of IDEA and Chapter 14 or §504 of the Rehabilitation Act and Chapters 15 or 16 of Title 22 of the Pennsylvania Code (as applicable to the individual child), and whether the program will prepare the student to meet any applicable promotion and/or graduation requirements.

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 Brandywine Heights Area School District has been able to locate and provide appropriate educational programs to ensure the provision of FAPE for all Brandywine Heights students with disabilities. The district works collaboratively with outside agencies and the juvenile justice system, i.e., JPOs, law enforcement, district magistrate and families, to ensure that incarcerated youth are provided FAPE.

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.

According to the 2012 -2013 Special Education Data Report, Brandywine Heights Area School District has met the State Performance Plan targets for least restrictive educational environments. The district continues to be committed to ensuring that, to maximum extent possible, all students with disabilities are educated with non-disabled peers. Furthermore, the district utilizes all of its resources to ensure that students are provided with a full continuum of services. District wide co-teaching and differentiated instruction is utilized. The district participates in progress monitoring and a school wide progress monitoring process, which enables staff to make judgments about least restrictive environment based on specific data analysis. In our district, non-academic and extracurricular activities are open to all students with disabilities. In the event that supplemental aids and services would be needed for participation, they would be provided. Accommodations, modifications, and adaptations are made to facilitate participation in activities except in the case of extracurricular activities where such adaptations or modifications would alter the fundamental nature of the activity. The IEP teams are aware that it is our goal for students with disabilities, to the maximum extent possible, to be educated with students who are nondisabled. Adaptations, modifications, related services, supplemental aids and services are utilized in order to meet the educational needs of students in the least restrictive environment.

To the maximum extent appropriate, children with disabilities, including children in public or private institutions or other care facilities, are educated with children who are nondisabled; special classes, separate schooling, or any other removal of children with disabilities from the regular education environment occurs only if the nature or severity of the disability is such that the student is unable to meet his/her educational goals in the regular education classroom, even with the use of supplementary aids and services.

Goal: The district will continue to review the distribution of students with specific learning disabilities in the general education classroom 80% or more. The district will implement programs and provide opportunities for disabled students to participate in the least restrictive learning environment.

Programming

- As a result of the 2009-2010 implementation of Read 180, a comprehensive research-based literacy program, special education students in grades 5-8 were provided a 90 minute reading program daily. Identified students were considered supplemental in their educational placement due to the double period of high quality reading instruction. Special education supports and services were provided by special education personnel for more than 20% of the day but less than 80% of the school day.

- In order to meet the needs of special education students and provide intervention for a targeted group of regular education students, the district included both regular education and special education student in the comprehensive research-based program.
- A specific screening method and process is used to determine and select nondisabled students for participation in the reading program.
- As a result, students both disabled and nondisabled receive a comprehensive research-based program in the same learning environment, the class is now regular education and special education students are now in the least restrictive learning environment for reading.
- In the 2011-12 school year the Read 180 program was implemented in the HS (grade 9) and the Intermediate School (grades 4 and 5) for both regular education and special education students.
- In the 2012-13 school year the Read 180 program was implemented in grades 10-12 for both regular and special education students.
- In the 2014-15 school year iREAD was implemented in the grades K-3.
- Most students that were in supplemental educational placements are now itinerant special education supports and services.

Training

Goal: Special education teachers, general education teachers, Para- professionals, support staff, and administrators will be provided training opportunities to increase their understanding of special education students and academic, behavioral, emotional, and social needs.

Training topics:

- Inclusive Practices

- Co-teaching
- Supplemental Aids and Services (SAS) Consideration Toolkit
- Safety-Care and Behavioral Training
- Learning Disabilities
- Differentiated Instruction
- Behavior Management
- Classroom Management
- Instructional Best Practices

Resources and Technical Support:

- District Personnel
- BCIU
- PaTTAN
- PDE

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.

The Brandywine Heights Area School District Behavior Support Policy includes all of the required components, including identification of inappropriate techniques for handling behaviors and positive techniques for ensuring that behavior support programs are in accordance with the IDEA 2004 and PA Chapter 14. The Brandywine Heights Area School District always utilizes positive behavior support programs. Those positive behavior supports are based on research-based practice. Additionally, the school district link behavioral strategies and instructions, and those instructions are all standard based and research validated. It is the Brandywine Heights Area School District's intent to always provide behavior support in the least restrictive manner, and we strive to teach replacement skills so that students have the skills needed to be successful in their educational environment.

Within the Brandywine Heights Area School District, our policy indicates specifically that

"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, including restraints, that those personnel will be expected to employ in the implementation of positive behavior support or intervention in accordance with the IEP of the child and this policy". Also, all staff will receive or have received training in the policy, as it has been altered since Chapter 14 was reissued July 1, 2008. Additionally, our policy specifically requires that positive behavior support is used, including de-escalation techniques and emergency responses. Many staff members and administrators have been trained in Safety Care and Behavioral Training. The district currently has three certified trainers in Safety Care and Behavioral Training. The district has been able to utilize these trainers to provide training and to certify our staff in the use of Safety-Care techniques which can be used to de-escalate students and respond to emergency situations.

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.

Currently Brandywine Heights Area School District does not have any students who have been difficult to place in appropriate educational programs. The district has been able to locate and provide appropriate educational programs to ensure the provision of FAPE for all Brandywine Heights students with disabilities.

In the event that Brandywine Heights Area School District would have a student that was difficult to find an appropriate placement for, the district would work collaboratively with the BCIU, other school districts, PaTTAN, Approved Private Schools, or alternative schools to ensure the provision of FAPE. Additionally, the district would request local interagency team consultation through Berks County Children and Adolescent Services Program (CASSP). If it was apparent that a student was at risk of waiting more than 30 days for appropriate educational placement, a report would be filed immediately to the Intensive Interagency Coordinator.

For students with complex needs, the district utilizes the Student Assistance Program (SAP) at all grade levels. The SAP team can include representatives from various services. The team may include a staff member from the Caron Foundation. The district Student Assistance Program (SAP) will engage with the following outside agencies to assist students when appropriate: Juvenile Probation, Service Access and Management, Inc. (MH/ID), Berks County Children and Youth, Office of Vocational Rehabilitation (OVR), Drug and Alcohol Treatment Programs, Caron Foundation, and Reading Hospital Mental Illness Substance

Abuse Programs.

The district provides homebound instruction and requires that instructors present lesson plans to the district. Progress reports are provided to the student's guidance counselor.

Often times, the homebound instructor will communicate directly with the student's teachers about instruction and progress. When a Brandywine Heights student receives Instruction in the Home, he/she is maintained on a special education teacher's caseload. The teacher providing the instruction and related services gathers ongoing progress monitoring that is reported to the student's IEP. If there is a concern about the student's programming, an IEP meeting is requested and the team reconvenes. Brandywine Heights Area School District has collaborative relationships with BCIU and other agencies that provide services to students that we are unable to support within our district. The director of special education and the school psychologist communicate regularly with Service Access and Management, Inc our local MH/ID agency to ensure continued support for families in need. If the district had students with unmet needs, the director of pupil services would have an opportunity at the monthly Berks Administrators Special Education (BASE) meetings to review or brainstorm with other school district administrators about student needs that are difficult to meet.

As of this date the Brandywine Heights Area School District has not had difficulty locating appropriate educational placement for any particular disability category of student. Currently the district offers a continuum of services that is able to meet the needs of the students in the Brandywine Heights Area School District.

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.

Brandywine Heights Area School District's Special Education Department provides programs and services in accordance to PA Chapter 14 and Individuals with Disabilities Education Improvement Act (IDEIA) 2004. The following are highlights and strengths of our program:

- Brandywine Heights Area School District works to ensure that all students are educated to the maximum extent appropriate, with children who are non-disabled.
- The district utilizes a web-based service for special education documentation that is compliant with PDE Chapter 14 regulations. This data management system allows teachers, school psychologists, related services staff, and administrators to maintain data and track student progress.
- All special education teachers and para-professionals meet the highly qualified status.

- The district contracts School Operation Services Group, Inc. for para-professional services and supports to students in the special and general education environment.
- All para-professionals are trained in CPR, AED, and First Aid as well as Safety-Care and Behavioral Training.
- Brandywine Heights Area School District uses scientifically research-based reading programs (Corrective Reading, Reading Mastery, Read Naturally, Edmark, iREAD, and Read 180) to address the different learning styles and needs of our students.
- Saxon Math is used at the elementary level (K-5) in regular education and special education.
- Brandywine Heights Area School District is fortunate to offer full-day kindergarten to all students in our district. The program has received commendations from PDE for the implementation of an exemplary full-day kindergarten program.
- At the intermediate and middle school level additional reading and math instruction is provided to address specific students' needs in an extra period of instruction called "What I Need" (WIN).
- The district provides psychological counseling to students with disabilities as recommended by the IEP team.
- Brandywine Heights Intermediate, Middle and High Schools demonstrate a collaborative team structure through common planning time.
- Teacher collaboration is demonstrated by ongoing daily communication about student progress. Flexible grouping for instruction and interventions at the intermediate and middle school levels are provided in order to address individual student needs.
- The Special Education Department actively participates in the School-Based ACCESS Program which helps support our special education programs.
- The district is fortunate to have a transition coordinator, who designated to provide transition planning, support, and guidance to our special education students of transition age.
- Brandywine Heights Area School District school board members, administrators and community members support the ongoing efforts of the Special Education Department in meeting the special needs of our students.
- The district provides a Student Assistant Program at the high school, middle school and elementary school level.
- Many of the district's special education teachers have received training in conducting a Functional Behavioral Assessment (FBA) and Positive Behavioral Support Plan (PBSP).

- Brandywine Heights Area School District ensures a smooth transition from early intervention to school-age programming by providing support to parents and students during the kindergarten registration process.
- Many special educators and administrators are trained and certified in Safety-Care and Behavioral Training.
- The district has three certified trainers in Safety-Care and Behavioral Training who provide initial and recertification training to district staff.
- A group of district staff members have been selected and trained as Flight Team Members in the Berks County Crisis Management Team. This trained team is available to provide support and interventions to any Berks County School District in a time of crisis.
- Brandywine Heights Area School District has provided a K-4 summer reading program since 2007. The summer reading program provides interventions and support to students, who are at-risk for reading difficulties, as determined by a building-wide screening process.
- The district employs two special education teachers that are certified in applied behavioral analysis (ABA).
- The district provides READ 180, Next Generation, a comprehensive literacy program, to both regular and special education students grades 4-12.
- The district provides all students K-12 with a laptop computer. The use of this technology provides students with a myriad of educational resources, to be applied for differentiated instruction, remediation, and enrichment to support all students.

Assurances

Safe and Supportive Schools Assurances

The LEA has verified the following Assurances:

- Implementation of a comprehensive and integrated K-12 program of student services based on the needs of its students. (in compliance with [§ 12.41\(a\)](#))
- Free Education and Attendance (in compliance with [§ 12.1](#))
- School Rules (in compliance with [§ 12.3](#))
- Collection, maintenance and dissemination of student records (in compliance [§ 12.31\(a\)](#) and [§ 12.32](#))
- Discrimination (in compliance with [§ 12.4](#))
- Corporal Punishment (in compliance with [§ 12.5](#))
- Exclusion from School, Classes, Hearings (in compliance with [§ 12.6](#), [§ 12.7](#), [§ 12.8](#))
- Freedom of Expression (in compliance with [§ 12.9](#))
- Flag Salute and Pledge of Allegiance (in compliance with [§ 12.10](#))
- Hair and Dress (in compliance with [§ 12.11](#))
- Confidential Communications (in compliance with [§ 12.12](#))
- Searches (in compliance with [§ 12.14](#))
- Emergency Care and Administration of Medication and Treatment (in compliance with [35 P.S. § 780-101—780-144](#))
- Parents or guardians are informed regarding individual survey student assessments and provided a process for refusal to participate (consistent with [§ 445 of the General Education Provisions Act \(20 U.S.C.A. § 1232h\)](#) and in compliance with [§ 12.41\(d\)](#))
- Persons delivering student services shall be specifically licensed or certified as required by statute or regulation (in compliance with [§ 12.41\(e\)](#))
- Development and Implementation of Local Wellness Program (in compliance with [Public Law 108-265, Section 204](#))
- Early Intervention Services System Act (if applicable) ([11 P.S. § 875-101—875-503](#))

- Establishment and Implementation of Student Assistance Programs at all of levels of the school system (in compliance with [24 PS § 15-1547](#))
- Acceptable Use Policy for Technology Resources
- Providing career information and assessments so that students and parents or guardians might become aware of the world of work and career options available.

Special Education Assurances

The Local Education Agency (District) has verified the following Assurances:

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

24 P.S. §1306 and §1306.2 Facilities

There are no facilities.

Least Restrictive Environment Facilities

Facility Name	Type of Facility	Type of Service	Number of Students Placed
Centennial School Lehigh University	Approved Private Schools	Full time Emotional Support	4
Vanguard School	Approved Private Schools	Full Time Austistic Support	1
Hogan Learning Academy	Other	Full Time Autistic Support	3

Special Education Program Profile

Program Position #1 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: May 1, 2015

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
Brandywine Heights Elementary	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	6 to 8	9	0.6
Brandywine Heights Elementary	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	6 to 8	6	0.4

Program Position #2 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: May 1, 2015

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
Brandywine Heights Elementary	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Autistic Support	7 to 9	5	0.8
Brandywine Heights Elementary	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Autistic Support	7 to 9	1	0.2

Program Position #3 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: May 1, 2015

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
Brandywine Heights Elementary	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 9	10	0.5
Brandywine Heights Elementary	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	7 to 9	10	0.5

Program Position #4 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: May 1, 2015

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
Brandywine Elementary	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	5 to 6	10	0.25

Program Position #5 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: May 1, 2015

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
Brandywine Heights Elementary	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	6 to 9	44	1

Program Position #6 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: May 1, 2015

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
Brandywine Heights Intermediate School	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	10 to 12	1	0.1

Brandywine Heights Elementary	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	10 to 12	10	0.9
-------------------------------	-------------------------------	---	-----------	------------------	----------	----	-----

Program Position #7 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: May 1, 2015

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
Brandywine Heights Intermediate School	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	9 to 11	3	0.2
Brandywine Heights Intermediate	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	9 to 11	9	0.8

Program Position #8 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: May 1, 2015

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
Brandywine Heights Intermediate School	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	9 to 11	17	0.25

Program Position #9 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: May 1, 2015

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
Brandywine Heights Middle School	A Middle School Building	A building in which General Education programs are operated	Itinerant	Learning Support	11 to 12	13	1

Program Position #10 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: May 1, 2015

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
Brandywine 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	2	0.2
Brandywine Heights Middle School	A Middle School Building	A building in which General Education programs are operated	Itinerant	Learning Support	11 to 14	15	0.8

Program Position #11 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: May 1, 2015

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
Brandywine Heights Middle School	A Middle School Building	A building in which General Education programs are operated	Itinerant	Autistic Support	12 to 14	7	1

Program Position #12 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: May 1, 2015

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
Brandywine Heights Middle School	A Middle School Building	A building in which General Education programs are operated	Itinerant	Learning Support	13 to 14	20	1

Program Position #13 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: May 1, 2015

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
Brandywine Heights High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	15 to 20	11	0.25
Justification: Students in Life Skills Support attending school to the age of 21							

Program Position #14 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: May 1, 2015

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
Brandywine Heights High School	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	19 to 19	1	1

Program Position #15 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: May 1, 2015

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
Brandywine Heights High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	14 to 16	17	1

Program Position #16 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: May 1, 2015

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
-------------------	-------	---------------	---------	--------------	-----------	----------	-----

Brandywine Heights High School	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	15 to 17	1	0.1
Brandywine Heights High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	15 to 17	15	0.9

Program Position #17 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: May 1, 2015

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
Brandywine Heights High School	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	15 to 18	4	0.3
Brandywine Heights High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	15 to 18	12	0.7

Program Position #18 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: May 1, 2015

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
Brandywine Heights High School	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	16 to 18	3	0.3

Brandywine Heights High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	16 to 18	9	0.7
--------------------------------	-------------------------------	---	-----------	------------------	----------	---	-----

Program Position #19 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: May 1, 2015

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
Brandywine Heights High School	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	17 to 20	4	0.3
Brandywine Heights High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	17 to 20	10	0.7

Program Position #20 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: May 1, 2015

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
Brandywine Heights High School	A Senior High School Building	A building in which General Education programs are operated	Full-Time Special Education Class	Life Skills Support	17 to 20	3	0.6
Brandywine Heights High School	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	17 to 20	1	0.4

Program Position #21 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Class*Implementation Date:* May 1, 2015*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
Brandywine Heights High School	A 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 20	6	0.4
Justification: Age waivers in place to support variance in ages							
Brandywine Heights High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Emotional Support	14 to 20	8	0.4
Justification: Age waivers in place to support variance in ages							

Program Position #22 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Class*Implementation Date:* May 1, 2015*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
Brandywine Heights Middle School	A Middle School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	11 to 14	10	0.5

Program Position #23 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* ClassandPosition

Implementation Date: August 25, 2014

Average square feet in regular classrooms: 768 sq. ft.

Square footage of this classroom: 768 sq. ft. (32 feet long x 24 feet wide)

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Brandywine Heights 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 13	6	0.7
Brandywine Heights Middle School	A Middle School Building	A building in which General Education programs are operated	Itinerant	Emotional Support	11 to 13	1	0.3

Program Position #24 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: August 25, 2014

Average square feet in regular classrooms: 768 sq. ft.

Square footage of this classroom: 768 sq. ft. (32 feet long x 24 feet wide)

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Brandywine Heights Intermediate School	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Autistic Support	9 to 11	4	1

Program Position #25 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: August 25, 2014

Average square feet in regular classrooms: 936 sq. ft.

Square footage of this classroom: 936 sq. ft. (39 feet long x 24 feet wide)

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Brandywine Heights High School	A Senior High School Building	A building in which General Education programs are operated	Full-Time Special Education Class	Life Skills Support	15 to 18	4	0.6
Brandywine Heights High School	A Senior High School	A building in which General Education	Supplemental (Less Than 80% but More Than	Life Skills	15 to 18	2	0.4

	Building	programs are operated	20%)	Support			
--	----------	-----------------------	------	---------	--	--	--

Special Education Support Services

Support Service	Location	Teacher FTE
School Psychologist	Grades K-5	1
School Psychologist	Grades 6-12	1
Director of Special Education	All District	1
Special Education Secretary	All District	1
Medical ACCESS Secretary	All District	1

Special Education Contracted Services

Special Education Contracted Services	Operator	Amt of Time per Week
Deaf or Hearing Impaired Support	Intermediate Unit	180 Minutes
Blind and Visually Impaired	Outside Contractor	45 Minutes
Orientation and Mobility	Intermediate Unit	30 Minutes
Audiology	Outside Contractor	71.25 Minutes
Occupational Therapy	Outside Contractor	810 Minutes
Physical Therapy	Outside Contractor	150 Minutes
Para-Professionals	Outside Contractor	1110 Hours
Speech and Language Therapist	Outside Contractor	450 Minutes

Needs Assessment

Record School Patterns

Question:

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

What other information do you still need to assess?

Answer:

The school district has engaged in a curriculum development process district wide for the past three years. Curriculum has been developed on a grade level/course level. Under the leadership of district department heads, curriculum was then analyzed to ensure there is articulation and a continuum of learning for our students K-12. This process has been focused on PA content standards not Common Core Standards. One unifying pattern will be to adapt curriculum K-12 to fit the Common Core State Standards.

Data analysis and reference to PSSA data is apparent in all buildings. This is a positive approach as we analyze student results to help curtail our instruction. There are varying needs at the different buildings but the continued review of data and PSSA results which is apparent in all building strengths and concerns is noteworthy.

School climate and peer relations appears numerous times as well. Working with students to foster strong interpersonal skills is an ongoing effort.

District Accomplishments

Accomplishment #1:

In 2014 our Elementary School was designated as a Reward: High Achievement school.

Accomplishment #2:

The school district maintains a high attendance and graduation rate:

95% attendance rate

93% graduation rate

Accomplishment #3:

In 2014, 81.4% of BHASD students met or exceeded proficiency in Science. Comparatively, only 69.7% of the students in Pennsylvania met this rating.

Accomplishment #4:

Starting in 2013, BHASD implemented a 1:1 initiative. In 2014, the 1:1 initiative grew to encompass all grades K-12.

Accomplishment #5:

A district Professional Development Committee has been formed. This group is largely responsible to ensure professional learning opportunities are differentiated and aligned to district goals.

Accomplishment #6:

The roles and responsibilities of Department Heads have been further refined to explicitly include data analysis.

Accomplishment #7:

In 2013, BHASD combined the positions of Technology Director and Director of Curriculum and Instruction to better infuse those two areas. Technology is now truly part of our curriculum.

Accomplishment #8:

The school district has made large strides with the leadership of the Director of Pupil Services, to reduce the Special Education out of district placements.

Accomplishment #9:

In 2010, the school district developed a virtual academy that provides a blended opportunity for education for students. Students can choose to participate fully in a cyber-education or engage in a blended approach where they attend school for some courses and partake in others virtually in their home. The program has been extremely successful and has grown to service over 100 students.

District Concerns

Concern #1:

With the introduction of the Pa Core Standards, not only have the standards shifted, but the cognitive demand expected of our students has also increased. This shift has changed the PSSAs (DOK level of questions, content, and cut scores), resulting in a new baseline from which we have to work.

Concern #2:

Elementary School

- 79.82% proficient/advanced on 2013/2014 Reading PSSA.

Concern #3:

Intermediate School

- 74.26% proficient/advanced on 2013/2014 Math PSSA
- 67.82% proficient/advanced on 2013/2014 Reading PSSA
- 68.24% proficient/advanced on 2013/2014 Writing PSSA
- 2.35% advanced on 2013/2014 Writing PSSA

Concern #4:

Middle School

- 67.24% proficient/advanced on 2013/2014 Math PSSA
- 50% growth on 2013/2014 Math PSSA
- 60% growth on 2013/2014 Reading PSSA
- 6.84% advanced on 2013/2014 Writing PSSA

Concern #5:

High School

- 61.47% proficient/advanced on 2013/2014 Math Keystone
- 50% growth on 2013/2014 Math Keystone
- 50% growth on 2013/2014 Literature Keystone

Concern #6:

The district budget is constantly evaluated by administration and school board to make cuts in program, staff and resources where available. With a steep increase in pension costs, the school district has an ongoing demand of determining how to make additional cuts when significant reductions in staff and resources have already been made. This process of budget analysis and

reduction to meet the rising costs of pension with significant restrictions by Act 1 is going to be an ongoing issue for numerous years to come.

Prioritized Systemic Challenges

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

Aligned Concerns:

With the introduction of the Pa Core Standards, not only have the standards shifted, but the cognitive demand expected of our students has also increased. This shift has changed the PSSAs (DOK level of questions, content, and cut scores), resulting in a new baseline from which we have to work.

District Level Plan

Action Plans

Goal #1: Establish a district system that fully ensures the consistent implementation of effective instructional practices across all classrooms in each school.

Indicators of Effectiveness:

Type: Interim

Data Source: Faculty Meeting Agendas

Specific Targets: Building Principals will remind teachers about the resources on the SAS website.

Strategies:

Instructional Methodology

Description:

Professional Development time will continue to be allotted for teachers to focus on Instructional Methodology (for all subjects - with a focus on cross curricular support). Instructional leaders (District/Building Administrators, Department Heads, and Teacher Leaders) will help drive the discussions/collaboration.

SAS Alignment: Instruction

Implementation Steps:

Instructional Methodology

Description:

Time will be allotted and summary documents of conversations must be completed and submitted to building principals.

A focus will be on improving language and literacy acquisition for all students.

Start Date: 7/1/2016 **End Date:** 6/30/2019

Program Area(s): Professional Education, Educational Technology

Supported Strategies: None selected

Analyze and utilize student-generated data to improve student achievement

Description:

By utilizing data to drive individualized instruction, we will be better able to reach diverse learners in an inclusive setting.

Start Date: 7/1/2016 **End Date:** 6/30/2019

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

Supported Strategies: None selected

Appendix: Professional Development Implementation Step Details

LEA Goals Addressed: #1 Establish a district system that fully ensures the consistent implementation of effective instructional practices across all classrooms in each school.

Start	End	Title	Description
7/1/2016	6/30/2019	Instructional Methodology	<p>Time will be allotted and summary documents of conversations must be completed and submitted to building principals.</p> <p>A focus will be on improving language and literacy acquisition for all students.</p>
	<p>Person Responsible Director of Curriculum, Instruction, and Technology</p>	<p>SH 3.0</p> <p>S 5</p> <p>EP 150</p>	<p>Provider Berks County Intermediate Unit</p> <p>Type IU</p> <p>App. Yes</p>
	Knowledge	Instructional Methodology - Best Practice	
	Supportive Research	Depth of Knowledge, Rigor, Technology Integration, etc...	
	Designed to Accomplish	<p>For classroom teachers, school counselors and education specialists:</p> <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</p>	

attention given to interventions for struggling students.

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

Empowers educators to work effectively with parents and community partners.

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

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

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

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

Instructs the leader in managing resources for effective results.

Training Format

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

Participant Roles

Dir

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

Grade Levels

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

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

LEA Goals Addressed: #1 Establish a district system that fully ensures the consistent implementation of effective instructional practices across all classrooms in each school.

Start	End	Title	Description	Provider	Type	App.
7/1/2016	6/30/2019	Analyze and utilize student-generated data to improve student achievement	By utilizing data to drive individualized instruction, we will be better able to reach diverse learners in an inclusive setting.	SH S EP		

All teachers	3	5	150	Local Experts	School Entity	Yes
--------------	---	---	-----	---------------	---------------	-----

Knowledge Goal setting and individualized instruction

Supportive Research Individualized instructional for all students

Designed to Accomplish

For classroom teachers, school counselors and education specialists:

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

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

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

Training Format

LEA Whole Group Presentation
 School Whole Group Presentation
 Department Focused Presentation
 Professional Learning Communities

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

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.

Affirmed by Kenneth Heffner on 4/29/2015

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 Kenneth Heffner on 4/29/2015

Board President

Affirmed by Andrew Potteiger on 4/28/2015

Superintendent/Chief Executive Officer