Safe and Supportive Schools – Comprehensive Planning

Assisting Struggling Schools

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

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

The District has no struggling schools. Continued growth in student achievement is accomplished through a District focus on the academic success of all students.

Programs, Strategies and Actions

Which of the following programs, strategies and actions does the LEA apply to provide students safe and supportive schools?

ELEMENTARY EDUCATION-PRIMARY LEVEL

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

ELEMENTARY EDUCATION-INTERMEDIATE LEVEL

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

MIDDLE LEVEL

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

HIGH SCHOOL LEVEL

- Biennially Updated and Executed Memorandum of Understanding with Local Law Enforcement
- School-wide Positive Behavioral Programs
Explanation of strategies not selected and how the LEA plans to address their incorporation:

The Tredyffrin / Easttown School District has a comprehensive set of Policies and Regulations that govern us. Student safety is an underlying theme of every District program and operation, and many of the policies address issues that could be considered safety related. All of the District's policies and the District's Emergency Safety Plan can be found on the District website: www.tesd.net.

The Tredyffrin / Easttown School District has initiated and adopted many programs to help create safe and welcoming learning environments for our students. Ensuring school safety is an ongoing process that incorporates preventative and proactive programs, as well as response and recovery plans. The District has pursued many initiatives and programs that promote socially responsible behavior and give students and adults the tools needed to interact respectfully and maintain a safe environment at all times. Information about some of the safety-related programs with which the District is involved can be found on the pages of the District's Safety Plan as these programs were recently reviewed and shared at regularly occurring District Safety Meetings. However, the scope of our educational programs that are related to school and student safety is vast, so that only several examples will be presented here. A few of the current ways that the District is using to promote safe school environments include: District school safety audit by safety consultant; partnerships with ARCH parent group; PATHS curriculum; Olweus Bullying Prevention Program; Internet Safety Instruction; building safety drills for students; Student Assistance Programs; Penn Resiliency Program; Signs of Suicide (SOS) prevention program; Social Norming Campaign (Manifester); ongoing participation in the PA Youth Survey; PA Safe Schools Incident Reporting; District-wide Emergency Notification System; security cameras; Proximity Cards and security identification system for building entry; Developmental Guidance Curriculum; Social Networking Parent Information Sessions; health curriculum; Transportation Department Training and Development; Influenza pandemic plans; safety related TETV broadcasts; comprehensive training exercises in tandem with Tredyffrin police at Conestoga High School to practice a full-scale response to a crisis, ongoing security enhancements, etc.

Identifying and Programming for Gifted Students

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

Tredyffrin/Easttown School District

Comprehensive Gifted Plan

Identification of Gifted Students

The Tredyffrin/Easttown School District complies with all federal and state regulations relating to the identification of gifted students. The district has procedures in place to actively identify all eligible students. Staff members are trained to identify the characteristics of gifted learners at all grade levels, and the process to recommend students for a gifted evaluation is reviewed with staff members regularly. All first grade students and new students to grades 2-4 are screened using the Screening Assessment for Gifted Elementary and Middle School Students (SAGES-2). In grades 5 through 8, teachers review student performance at regular team meetings and identify students who should be screened using the SAGES-2. Based on the SAGES-2 results, the school may, with the parents' informed consent, conduct a gifted multidisciplinary evaluation (GMD).

The GMD is a multiple criteria evaluation process for identifying students who are eligible and in need of gifted support services at school. It includes a nationally normed, reliable, and valid test of cognitive development administered by qualified individuals (licensed and/or certified school psychologists). Other criteria considered in the GMD include: instructional levels in academic subject areas; rates of acquisition and retention of information; skills reflecting gifted ability; demonstrated achievement in one or more academic areas; use of high level cognitive skills; and intense interest in specific academic content areas including communication, thinking, creativity, and leadership. The GMD may also include nationally normed, valid, and reliable achievement tests. In accordance with PA State Chapter 16 Regulations for gifted identification and the Tredyffrin/Easttown School District, the Gifted Multidisciplinary Team (GMDT) including parents, a Certified School Psychologist, and other appropriate school personnel will contribute information to this evaluation.

All teachers are alert to the characteristics of gifted children and have access to a teacher of gifted students within their buildings. They may refer a student for a gifted evaluation at any time. Parents may also request gifted evaluation for their child at any time by sending a written request to the school administrator. If parents request an evaluation or a teacher refers a student for an evaluation, a Permission to Evaluate (PTE) will be sent to the parents. Once the signed permission is received by the school, the evaluation will begin.

All of the assessment information will be compiled into a Gifted Written Report (GWR) highlighting the student's educational strengths and needs, and will include recommendations for student programming. Assessment results, including parent and teacher input and individual testing results, will be reviewed and considered by the GMDT using Pennsylvania Chapter 16 Regulations as guidelines for the identification of a gifted student according to a student's individual strengths and needs.
A Pennsylvania certified school psychologist, as a member of the GMOC, will provide the Gifted Written Report (GWR) that summarizes individual assessment results and documented evidence that intervening factors such as English as a second language, disability, gender or racial bias, or socioeconomic status are not masking gifted abilities.

The GMOC determines eligibility for gifted support, which is two-pronged. The GWR will first include the determination as to whether gifted support is needed and second include the determination as to whether or not the student is in need of specially designed instruction. If the student is found to be eligible for gifted support, the school will convene a Gifted Individualized Education Plan (GIEP) team, including parents, to review the recommendations in the report and to develop a GIEP.

Gifted Support — Continuum of Programming

In the Tredyfiffin-Easttown School District, gifted support is based on best practice and is provided K-12 for eligible students through the GIEP. Gifted support teachers work at every grade level, along with other school personnel, to implement each child’s GIEP. TESD provides opportunities for gifted students based on documented, individual student need to participate in ability grouping, acceleration and/or enrichment that go beyond the program that the student would receive as part of the regular education curriculum.

Elementary School Level

At the elementary school level, programming for eligible students in grades K-4 is determined by the student’s GIEP. Programming may include differentiated instruction in the regular classroom, ability and/or achievement grouping, work with the gifted support teacher, participation in gifted support instructional sessions with other identified gifted students, and engagement in instructional activities with other staff members who differentiate, enrich, and accelerate the curriculum. Eligible students in second, third, or fourth grade may participate in the Challenge Program. The Challenge Program supplements a student’s regular classroom experience by promoting higher thinking skills in a small, group setting where students meet on a regular schedule during the 6 day cycle. The Challenge curriculum is organized around interdisciplinary units that are oriented to process, not product and advance and develop critical and creative thinking, problem solving, and complex inquiry.

The goals of the Challenge Program are addressed through themes designed to foster higher level thinking, the creative process, decision making/problem solving abilities, group process skills, self-concept development, and advanced communication techniques. Classroom and Challenge teachers work together on integrated themes and regularly plan for and discuss programming options that will address gifted students’ strengths and needs. This communication and program integration provide the opportunity to extend, enrich, and explore the natural connection between the regular education and the Challenge curriculum.

Middle School Level

The TESD middle school curriculum provides all students with a strong academic program. Within the regular education curriculum there are varied enrichment options designed to extend thinking and learning through differentiated instruction. The regular education curriculum provides leveled instruction in Mathematics (grades 5-8) and Reading (grades 5-6). Students also engage in daily coursework in the academic subjects of Science, Social Studies, English and a World Language (grades 7-8). In addition, students can participate in a full complement of co-curricular, extracurricular and athletic activities.

Gifted learners have the opportunity to participate in the Middle School Humanities curriculum, where they are scheduled into a series of Humanities courses in place of the regular art (5th grade), music (6th grade) and advisory initiatives curriculum (7th and 8th grades). The Humanities sequence provide an opportunity for gifted students to engage in discourse with their intellectual peers as they make interdisciplinary connections and extend their learning through an enriched curriculum.

Gifted students requiring specially designed instruction beyond the aforementioned regular curriculum opportunities work with gifted support teachers and classroom teachers to meet individualized needs as articulated in their GIEPs. Their goals may be addressed in a variety of ways. Options include, but are not limited to, more specialized differentiated instruction in the regular classroom, the provision of alternate assignments, self-directed projects to enrich the curriculum, participation in small-group seminars for engagement with their intellectual peers, topical seminars, accelerated learning opportunities, or participation in specialized events such as academic competitions and contests.

High School Level

One of the outstanding features of Conestoga High School is its philosophy of access, options and choice within its vast academic program. We are committed to providing an academic program through the regular curriculum that meets the needs of the individual student. With the assistance of the faculty and counseling staff, Conestoga students select from among a large number of distinct courses to develop a completely individualized program of study designed to address personal, educational, and career needs and goals. Academic subjects—English, social studies, mathematics, science, and world languages—are offered at various instructional levels to accommodate individual differences with respect to learning needs, interests, and academic preparation. Students select the instructional level within each discipline that affords the greatest opportunity for both intellectual challenge and academic success. Twenty-six Advanced Placement (AP) courses are offered to students in grades 9-12. Students may also apply through their counselors for administrative approval to schedule Experiential Learning Opportunities such as Independent Study, Community Service, Internship Experiences, Early College Study, Student Aid, or the Chester County Technical College High School. Lastly, students may select from an extensive array of over 150 extracurricular, co-curricular and athletic activities.

Gifted students requiring specially designed instruction beyond the aforementioned regular curriculum opportunities work with gifted support teachers and classroom teachers to meet individualized needs as articulated in their GIEPs. Their goals may be addressed in a variety of ways. Options include, but are not limited to, more specialized differentiated instruction in the regular classroom, the provision of alternate assignments, self-directed projects to enrich the curriculum, participation in topical seminars, accelerated learning opportunities, or participation in specialized events such as academic competitions and contests.

Monitoring the Need for Specially Designed Instruction

Many students in our District with outstanding intellectual ability are appropriately educated through the best practice of differentiated instruction within a rigorous regular education program and, therefore, do not require specially designed instruction. The determination for eligibility and need for gifted support is made through the evaluation process. This process includes a consideration of the educational offerings and opportunities available for the student and whether these are sufficient to meet the student’s educational needs. Regular education opportunities are understood to include District initiatives related to: differentiated instruction; self-directed learning; critical and creative thinking skills; personal integrity and social responsibility; and digital and media literacy.

For students requiring specially designed instruction, the GIEP team meets at least once each school year to review student strengths and needs, and to discuss appropriate programming for the student throughout the school day. The team, including parents, regular education teachers, and the gifted support teacher, meets to discuss student progress, strengths, and needs. The team reviews the implementation of appropriate goals, instructional strategies, and accommodations to be used to support gifted programming throughout the school day.

### Developmental Services

Which of the following developmental services are integrated into all levels of your educational program?

<table>
<thead>
<tr>
<th>Developmental Services</th>
<th>EEP</th>
<th>EEI</th>
<th>ML</th>
<th>HS</th>
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<tbody>
<tr>
<td>Academic Counseling</td>
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<tr>
<td>Career Awareness</td>
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<tr>
<td>Career Development/Planning</td>
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<tr>
<td>Coaching/Mentoring</td>
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<td>Compliance with Health Requirements –i.e., Immunization</td>
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<tr>
<td>Emergency and Disaster Preparedness</td>
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<tr>
<td>Nutrition</td>
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<tr>
<td>Orientation/Transition</td>
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<tr>
<td>RTI</td>
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<tr>
<td>Wellness/Health Appraisal</td>
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</table>

**Other Developmental Services**

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<tr>
<th>EEP</th>
<th>EEI</th>
<th>ML</th>
<th>HS</th>
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</thead>
<tbody>
<tr>
<td>Student Intervention Teams</td>
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<td>✔</td>
</tr>
<tr>
<td>Mental Health Education and Interventions</td>
<td>✔</td>
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</table>

**Explanation of developmental services:**

The mission of the Tredyffrin Easttown School District Developmental Counseling Program is to provide comprehensive guidance services to students in kindergarten through graduation from high school, including preparation for post-secondary transition. School counselors support students' individual, academic, social and personal goals with an awareness and appreciation of individual differences. Our primary goal is to encourage a positive and healthy learning community for our students through a variety of strategies that provide for the development and utilization of protective factors within our schools. The major function of the counseling program is to incorporate the District's guiding mission to inspire a passion for learning, personal integrity, the pursuit of excellence, and social responsibility in each student.

The Tredyffrin Easttown School District (TESD) enjoys strong Board support for its developmental services. Our core counseling team covers 8 school buildings and is comprised of twenty counselors and four mental health specialists, a drug and alcohol counselor, student support teams within each building which include building and District administrative liaisons. Each building supports it's own student intervention team(s) that include representatives from regular education staff, special education staff, health services, psychology services, administration, and other support staff as appropriate. These teams focus on identifying and reducing the effects of environmental and institutional barriers that impede students' academic success. The counseling team provides proactive leadership that ensures that each student can succeed; managing and coordinating strategies and activities within the school community to meet stated goals, standards and competencies. In their roles, the counseling team functions as leaders, advocates, collaborators, instructors, consultants, coordinators, and agents of change to improve educational experience for all students and to deliver a comprehensive developmental school counseling program.

Student health needs are communicated in a variety of ways. Each building is staffed with the mandated ratio of certified school nurses and additional health room registered nurses to allow each building full health services coverage each day of the school week. A coordinator of nurses functions to allow consistent communication and oversight between our nursing and health teams, parents, staff, and administrators. Staff development sessions are held several times per year to assure updates to policies, procedures, health plans, best practices, and other State and Federal mandates. Mandated health screenings are completed early in the school year, and parents are notified of results through letter or phone call. Nurses lead the 504 team to develop health based 504 Service Plans and oversee implementation of the health related aspects of the plan. Each school has a trained and functioning Concussion Management Team (CMT) as recommended by the State. Student health records are maintained as mandated, and procedures and protocols, including those related to chronic conditions, are reviewed and updated at least yearly. The nursing team collaborates closely with other building teams such as food services and transportation to assure student safety and appropriate interventions related to health. The District utilizes the services of a full time Dental Hygienist, who maintains compliance with State mandates in this area. In addition, the District retains a school physician to assist with medical orders, health screenings, and other related student needs.

https://www.paplanning.org/District/460/SafeSupportive

9/8/2014
Ongoing communication is maintained with the State Board of Health and the CDC for updates and information that impacts our school community.

**Emergency Response** The Tredyffrin/Easttown School District remains fully committed to the safety and well-being of its students and staff. The safety of everyone within the community is best addressed through policies and procedures that institutionalize and support this commitment. The TESD Safety Plan is comprised of policies and procedures reflecting the District’s dedication to the creation of a healthy school climate, systemic vigilance for physical safety and clearly-articulated responses for times of crisis. Home and school partnerships offer the most effective solutions for addressing the needs of all students. Partnerships with community agencies, including police, fire departments and county agencies, contribute to rapid and efficient response in times of crisis. Pre-planning and training for a potential crisis contributes to a sense of security, and decreases the potential for chaos when a crisis occurs.

In order to establish a forum for considering safety issues, a District Safety Committee with representation from across the District and the local law enforcement community was established in 1999 and remains active and fully functional. The committee includes teachers, counselors, student support personnel, parents, administrators, a School Board representative, students, community members and law enforcement officials.

The District Safety Committee works to build relationships with the T/E community and provide staff development for personnel in key areas of school safety. Each year, the District establishes specific goals in the area of safety. These goals have focused on improvement in many areas including physical safety, crisis response, emotional security and maintenance of a drug free school environment through prevention and intervention strategies in partnership with the community. Specific examples of activities with which the Safety Committee has recently been involved include the renewal of the Memoranda of Understanding with the Tredyffrin and Easttown Township police departments, review and revision of building evacuation plans, initiation and ongoing maintenance of the Olweus Bullying Prevention Program at the elementary level, implementation of the SOS prevention program with seventh and ninth grade students, commission of an independent study of our substance abuse prevention and intervention programs, and continued partnership with ARCH, a parent group working to keep community youth drug and alcohol free.

**Prevention.** At every level there is an emphasis on teaching students the skills they need to work cooperatively, communicate effectively and seek help when they need it. School counselors have a significant role in promoting activities and learning opportunities to foster positive and healthy school climate. For example, at the elementary and middle school levels consistent themes provide the framework for classroom and building level activities to teach important skills such as problem solving, decision-making and conflict resolution, and good digital citizenship. To facilitate this, the District provides regular opportunities for teachers to develop their skills in leading classroom meetings. Peer Mediation Links at Conestoga High School is an example of a group that was formed to help new students and socially isolated students become more connected to the school. A new social skills curriculum scope and sequence was just developed for grades 6 through 12 to assist our students in making positive choices and in developing and maintaining positive interaction with others.

**Crisis Response.** Each school in the District has a designated Crisis Response Team. The team’s membership is determined at the building level, and typically includes a building administrator(s), school counselor(s), nurse(s), a member of the main office staff and a building custodian. The team meets regularly to review crisis response plans, including evacuation, lock-down and search procedures. These procedures are clearly articulated in a flip chart designed for quick access and response. A flip chart is displayed in every classroom and in key building areas. The chart also includes important safety and crisis response telephone numbers. A designated off-site command center has been established from which communication procedures can be conducted. Parent gathering sites have been identified in the event of an emergency. A crisis communication process that is compatible with the District’s Crisis Communication Plan has been developed. Procedures are reviewed with office staff to ensure that everyone is aware of what to do in the case of emergencies, including bomb threat calls, and that check sheets and emergency numbers lists are near office phones. The District has also established protocols for responding to suspicious stranger incidents in the community.

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### Diagnostic, Intervention and Referral Services

Which of the following diagnostic, intervention and referral services are integrated into all levels of your educational program?

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<thead>
<tr>
<th>Diagnostic, Intervention and Referral Services</th>
<th>EEP</th>
<th>EEI</th>
<th>ML</th>
<th>HS</th>
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</thead>
<tbody>
<tr>
<td>Accommodations and Modifications</td>
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<tr>
<td>Administration of Medication</td>
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<td>Assessment of Academic Skills/Aptitude for Learning</td>
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<tr>
<td>Assessment/Progress Monitoring</td>
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<tr>
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<tr>
<td>Crisis Response/Management/Intervention</td>
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<tr>
<td>Intervention for Actual or Potential Health Problems</td>
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<tr>
<td>Small Group Counseling-Coping with life situations</td>
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<td>Small Group Counseling-Educational planning</td>
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<tr>
<td>Small Group Counseling-Personal and Social Development</td>
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<tr>
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<td>Student Assistance Program</td>
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Explanation of diagnostic, intervention and referral services:

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https://www.paplanning.org/District/460/SafeSupportive

9/8/2014
Consultation and Coordination Services: K-12th Grade

The Office of Individualized Student Services provides developmental support services, in conjunction with regular education programming support, to a range of specialized student services. Mental, physical, and dental health, guidance, and psychology, and academic services along with a comprehensive range of special education programming are consistent with the TESD policy to provide an educational program for all students in the least restrictive environment (LRE) in compliance with State and Federal mandates.

Consultation and coordination around the provision of student services is ongoing and involves school and community personnel at all levels. The team structures described in this section of this plan are concerned with diagnostic and intervention processes that provide critical building level coordinating and consulting functions. For example, information is conveyed from classroom teachers to support personnel, building administrators and families via these teams. Likewise, the teams provide consultation to classroom teachers around instructional strategies and factors that influence academic achievement and emotional growth. Through the contribution of each member, the building team can provide teachers and families with a picture of the "whole child" in the school setting.

While every member of the team has an important role to play in supporting students, there are specific professionals whose roles are largely defined by and dependent on consultation and coordination on behalf of each student. These professionals include: mental health specialists who work closely with school psychologists, personnel from Child Guidance Services, and COAD (coordinated office of addictive diseases), and other mental health and drug and alcohol agencies. The mental health specialists work closely with both school and community resources to provide students with the appropriate services warranted to educate students in the least restrictive environment that will allow the student to access the curriculum and make meaningful progress. By providing emotional and educational support, the District counseling team is the key to effecting a smooth transition for students and families when students require specialized programs in alternate settings as well as during and after a crisis.

Working collaboratively, building core teams identify individual student needs, develop regular education interventions and consult with school support personnel to assist student in need of social, emotional or academic support. Examples of regular education academic supports within the schools are instructional support, flexible grouping, instructional differentiation, multi-modal approaches, varied pacing, remediation, reading support, math support, behavioral and/or social skills support, study skills and homework assistance. Social-emotional support is also provided through needs-based groups which may address topics such as changing families, bereavement, stress reduction, decision-making, leadership, anger management, adoption, sibling of students with disabilities, study skills, substance abuse, as well as other needs based groups identified by students, teachers and/or parents. This year, the District administration and staff are focusing on continuing to improve the pre-referral intervention process within our buildings with the assistance of PATTAN and the CCU.

Accommodations K-12

Students who are diagnosed with a disability or medical condition that affects their ability to access the general education curriculum may qualify for a Service Agreement (Section 504 Plan). The District has a well defined process for identifying students who may be in need. The process involves the convening of the building team to review student academic information, medical documentation, and parent and teacher input to determine if the student has a condition that substantially affects access to the regular curriculum. The team includes parents, teachers, the school counselor, and any other individual who is familiar with the student and understands the specific needs. For students determined to be eligible, the team develops a plan of service to meet the specific needs. School counselors or school nurse are responsible for convening the team to review the plan at least annually.

Special Education Services: K-12

T/E School District implements the IDEA and PA Chapter 14 regulations for thought to be exceptional students and students with special education disabilities. The District is responsible for identifying all T/E resident students who might be eligible for special education supports and services, and actively notifies private and parochial schools in the area for child find purposes. The District provides a comprehensive multidisciplinary team evaluation to make an eligibility determination. The evaluation team includes parents and school professionals and/or consultants who are qualified to conduct the various assessments. Parents may request, in writing, a multidisciplinary team evaluation or reevaluation of their children at any time. Re-evaluations are required for students every three years, or every two years for students with intellectual disability.

T/E School District ensures that children with disabilities are educated to the maximum extent appropriate in the regular education environment, and that the instruction they receive conforms as much as possible to the instruction received by non-disabled students. A continuum of service is available and all education decision making starts with a consideration of how the student could be educated in the regular classroom with supplementary supports and services. In addition to the public school the child would attend if not disabled, the continuum of service includes an alternative regular public school either in or outside the school district of residence, a special education center operated by a public school entity, an approved private school or other private facility licensed to serve children with disabilities, a residential program or instruction in the home.

Special education services are provided according to the primary educational needs of the child, not the category of disability. The types of service available within the District from itinerant to part-time include: (1) learning support, for students who primarily need assistance with the acquisition of academic skills; (2) life skills support, for students who primarily need assistance with development of skills for independent living; (3) emotional support, for students who primarily need assistance with social or emotional development and (4) autistic support, for students who primarily need assistance in the area affected by autism spectrum disorders. The District has access to nearby programs of hearing impaired support, blind or visually impaired support and multiple disabilities support. Related services are designed to enable the child to participate in or access his or her program of special education. Examples of related services are speech and language therapy, occupational therapy, physical therapy, nursing services, audiologist services, vision support, counseling, and family training.

T/E School District, in conjunction with the parents, determines the type and intensity of special education and related services that a particular child needs based exclusively on the unique program of special education and related services that the school develops for that child. The child's program is described in writing in an individualized education program, or IEP, which is developed by an IEP team consisting of educators, parents, and other persons with special expertise or familiarity the child.. The IEP is revised as often as circumstances warrant but at least annually. District IEP's are reasonably calculated to ensure meaningful educational progress to the student at all times. The District complies with all requirements of the IDEA and Chapter 14 as they pertain to student evaluation, IEP development and implementation.

Crisis Intervention Services: K-12

Students who are exhibiting self-harming behavior, which includes but is not limited to threats of suicide or other self-harming behavior, excessive risk taking, purposeful self-injury, and evidence of substance use are immediately referred to a school counselor, school nurse or building

https://www.paplaning.org/District/460/SafeSupportive

9/8/2014
The mental health specialists assist in coordination of referrals for Intergency Teams meetings or System of Care meetings for students who have multiple local agency involvement (i.e., Educational teams, Children Youth and Family Services, Juvenile Probation, local MH or D&A providers). The focus of these meetings is to establish a continuity of care, inform families about local resources, and provide families and students with information to navigate the multiple systems. The established partnerships with local providers create avenues for transition meetings for students returning from a more restrictive environment back to a less restrictive environment. Transition meetings are necessary to identify the appropriate supports required for a student’s successful return to a least restrictive environment. Students who are experiencing chronic mental health or drug and alcohol problems often need intensive services. These services are often not covered by private insurance and can inhibit a child from the appropriate level of care. T/E School District is committed to providing parents information about supplemental health insurance and helping them navigate the system. In Pennsylvania, children with a mental health (DSM-IV) diagnosis, qualify for state’s Medicaid/Medical Assistance funded behavioral health insurance, regardless of parent’s income. In Chester County, Community Behavioral Health is the managed care organization that authorizes mental health and drug/alcohol services for individuals with Medicaid/Medical Assistance insurance. T/E school district’s mental health specialists work closely with families to help access available services. There is an extensive network of behavioral health providers in Chester County who provided outpatient; inpatient, partial hospital day programs, mobile behavioral health rehabilitative services (wraparound) community and home based care, as well as family-based services.

There is a strong and coordinated interaction and teamwork between and among the members of the staff and administration to assure that each student is exposed to the Least Restrictive Environment appropriate to meet the student’s needs. Core instruction is provided to the extent possible and core content is supplemented through a continuum of regular education and special education supports. A large number of well-coordinated staff development sessions and workshops across the District throughout the school year and summer allow all staff to be prepared with the most current best practices to provide appropriate education to our school community.

The TESD enjoys strong community support and involvement to provide a high quality education for all students. Community members are and expect to be well-informed and to have access to all aspects of the educational and support programs. Toward that end, the District communicates clearly and consistently with students, families, and the larger community using a variety of methods to reach every stakeholder group. Parent meetings in the schools and community, print materials such as school handbooks, newsletters, and informational brochures, curriculum and back to school programs during the evening, grade level meetings and PTA meetings during the day and evening, an up to date website, frequent school board and school board committee meetings, a District cable channel, parent and student website access to grades, teacher sites and other academic information, are examples of this communication network. The Board encourages community participation at all meetings and make themselves available to the community though email communications. An emergency notification general message system is in place for situations in which all community members must be notified in a timely manner.
By which means do you use to communicate educational opportunities (and how to access them) to parents and students?

<table>
<thead>
<tr>
<th>Communication of Educational Opportunities</th>
<th>EEP</th>
<th>EEI</th>
<th>ML</th>
<th>HS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Planning Guides</td>
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<td>✓</td>
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</tr>
<tr>
<td>Directing Public to the PDE &amp; Test-related Websites</td>
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<td>✓</td>
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</tr>
<tr>
<td>Individual Meetings</td>
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<td>✓</td>
</tr>
<tr>
<td>Letters to Parents/Guardians</td>
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<tr>
<td>Local Media Reports</td>
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<td>✓</td>
</tr>
<tr>
<td>Website</td>
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<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Meetings with Community, Families and Board of Directors</td>
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<td>✓</td>
</tr>
<tr>
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</tr>
<tr>
<td>Newsletters</td>
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<td>Press Releases</td>
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<tr>
<td>Student Handbook</td>
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<td>✓</td>
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</tr>
</tbody>
</table>

Communication of Student Health Needs

Which means do you use to provide information to parents or guardians about the health needs of their children? (Check all that apply)

<table>
<thead>
<tr>
<th>Communication of Student Health Needs</th>
<th>EEP</th>
<th>EEI</th>
<th>ML</th>
<th>HS</th>
</tr>
</thead>
<tbody>
<tr>
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<td>Individual Screening Results</td>
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<td>Letters to Parents/Guardians</td>
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<tr>
<td>Website</td>
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</tr>
<tr>
<td>Meetings with Community, Families and Board of Directors</td>
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<td>✓</td>
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</tr>
<tr>
<td>Newsletters</td>
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<td>School Calendar</td>
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<tr>
<td>Student Handbook</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
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</tr>
</tbody>
</table>

Frequency of Communication

How often do you communicate with parents about how to access educational opportunities and how to address health needs of students?

<table>
<thead>
<tr>
<th>Frequency</th>
<th>Elementary Education-Primary Level</th>
<th>Elementary Education-Intermediate Level</th>
<th>Middle Level</th>
<th>High School Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>More than once a month</td>
<td>More than once a month</td>
<td>More than once a month</td>
<td>More than once a month</td>
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</tr>
</tbody>
</table>

Collaboration for Interventions

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

Previously mentioned are the building core teams that function to assure communication and information sharing about students' academic, health, social, emotional, and mental health needs. Regular education teachers are an important part of the core team structure and function, as are related service providers and health service providers. The function of the teams at each building include review of student needs, triage, and determination of next steps in assisting the student with school success. Level of need is included in the discussion, as are monitoring the progress...
of the interventions determined by the team. Meetings are held weekly and often more than weekly to provide an ongoing structure of addressing the needs of all students. Several buildings have more than one team to assure that each student receives support. These teams serve as pre-referral teams as well, and work with the regular education teachers to determine how best to address the student's needs both prior to and after referral. Teachers, other staff, parents, and even students can refer to the team for inclusion on the team agenda. Building administrators are present at all of the team meetings. Staff development includes discussions of varying student needs and regular as well as special education agencies to meet these needs. Staffing ratios are pro-student, in that attention can be provided to each student to support their school success.

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

Community coordination is addressed throughout the narrative in this plan. The District offers an extraordinary number of extracurricular activities and clubs, including homework club and academic assistance opportunities. As noted previously, our counseling team begins to focus on post-secondary skills early in the student's school experience and this focus is maintained throughout the grades, culminating in a month long coordinated senior internship in a community setting for all seniors at the end of the 12th grade.

Preschool Agency Coordination

Explain how the LEA coordinates with agencies that serve preschool age children with disabilities.

1. Address coordination activities designed to identify and serve children with disabilities and the supports and accommodations available to ensure both physical and programmatic access.
2. Address pre-kindergarten programs operated directly by the LEA and those operated by community agencies under contract from the LEA.
3. Describe how the LEA provides for a smooth transition from the home setting and any early childhood care or educational setting the students attend, to the school setting.

The Student Services Department conducts varied activities to address the EI to school age transition process. During February, a transition meeting is held in the District for all District residents who have children in Early Intervention programs. A supervisor of special education attends this meeting to introduce the District programing to the parents and to provide them with information about the transition processes. Prior to the end of the school year, the District conducts Early Intervention meetings with all families of students in District receiving Early Intervention Services. These meetings begin in February and continue through the Spring. Attending the meetings with the parents are an EI coordinator from the CCH, a District supervisor of special education, a teacher on special assignment, a psychologist, and related service providers when appropriate. The discussion at the meeting includes a review of the students EI IEP along with a discussion of the needs related to evaluation of the student prior to school-age entry. Principals are kept informed of the number and disability category of the students who may be in their attendance area. Evaluations are completed by the end of the school year and IEP meetings are held to offer District programming in the IEP.
Assurances

Safe and Supportive Schools Assurances
The LEA has verified the following Assurances:

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