PARKLAND SCHOOL DISTRICT

District Level Plan

07/01/2015 - 06/30/2018

District Profile

Demographics

1210 Springhouse Rd
Allentown, PA 18104
(610)351-5503
Superintendent: Richard Sniscak
Director of Special Education: Robert Thornburg

Planning Process

Planning Process

Parkland School District has a history of educational success and strong community support of the district's educational mission. The district's comprehensive planning process involved participation from a variety of stakeholder with the focus placed upon student achievement and continuous improvement. These various stakeholders participated in committees that included both individual school committees as well as an overarching district-wide committee. Each of the eleven schools (eight elementary schools, two middle schools and one high school) created building action plans utilizing a building-based planning team which included administrators, teachers, parents and members of the community including business partners. Each building committee reviewed relevant student performance data, demographic information and parent/community needs assessment results to identify the individual school's strengths and challenges. A district-wide committee with a makeup of administrators, professional staff members, support staff members, parents and community members, including our business partners, reviewed data obtained from district needs assessments results from community, parent, teacher and support staff members.

Following the process provided by the Comprehensive Planning Guidelines from the Pennsylvania Department of Education ensured that consistency was followed allowing for the allocation of resources and support for our district programs with a goal of continuous improvements leading to greater student achievement.

The comprehensive planning process began in September 2013 as administrators brainstormed names of parents, community members and business partners who would like to be invited to attend and participate in building and district planning committees. Invitations to participate were sent to various stakeholders seeking participation in our process. The district designed a Wikispace to organize each individual committee's progress throughout the planning process with a goal of completing the comprehensive plan which would guide the school district for the next three years, 2015-2018.

In November the Assistant Superintendent invited team members to a series of meetings that would lead to the development of the Parkland School District Comprehensive Plan 2015-2018. On November 14, 2013, the district planning team reviewed the comprehensive planning process as well as began the process of reviewing and revising the district's Mission Statement, Vision Statement and created Shared Values. Simultaneously, individual building planning teams were meeting to review their relevant data to identify their systems challenges in preparation to report at the January 30, 2014 district planning meeting. The district team also reviewed the data obtained from the district needs assessment results.

On January 30, 2014 the district planning committee met for a second time and performed a variety of tasks related to the comprehensive plan. The committee finalized a new district mission statement and agreed that the vision statement developed by previous strategic planning committees remains the mantra of the district today. They agreed that the vision statement " Educating for Success, Inspiring Excellence" should continue to be the vision of the Parkland School District throughout the comprehensive planning years 2015-2018. The committee worked through an exercise designed to identify the shared values that define the Parkland School District. The shared values will be finalized at the March 26, 2014 district planning meeting.

The committee then heard presentations from each building principal as to what the building planning committees obtained from a review of building data as well as building survey data results. The building principal presented to the committee a listing of accomplishments as well as a list of concerns encompassing areas each individual school will work to correct or enhance in the future. Throughout the presentations from the building principals the committee members listened for patterns of common accomplishments and concerns and will become part of the districts overall focus for the comprehensive plan.

On March 26, 2014 the district planning committee met for a third time and building principals reviewed their individual accomplishments and concerns. The district level administrators also presented the Core Foundation accomplishments and concerns. The overall district committee created common accomplishments and concerns that were presented from the building level and district level presentations. These became the basis of the school district improvement plan to 2015-2018. The information was compiled and was the focus of the May 29,2014 district planning team meeting.

The district planning committee met on May 29, 2014 for the purpose of finalizing the Mission statement, Vision Statement and Shared Values. This was accomplished and the committee heard presentations related to each schools' Action Plans which addressed their specific Systemic Challenges. Comments were made relative to each school plan and the district cabinet leaders shared the district Action Plan addressing the district Systemic Challenges. Comments were again solicited and agreement was reached that the plan was ready for final editing. It was agreed that a report to the School Board would take place on September 16,2014 seeking their approval to submit for 2015-2018 Parkland School District Comprehensive Plan for a 28 day public inspection with the goal to obtain School Board approval for state submission in late October.

Mission Statement

The district mission statement speaks to the unique purpose or function of the Parkland School District. This mission statement identifies what the district and community do, for whom they do it, and for what benefit. In a real sense, it speaks to the day-to-day actions of all stakeholders as stated below.

MISSION:

Educate and empower each learner to be a meaningful contributor in a dynamic global society through the collaborative efforts of students, staff, parents, and the Parkland Community.

Vision Statement

"Educating For Success, Inspiring Excellence."

Shared Values

At the foundation of any organization's vision and mission are the fundamental beliefs held by the organization. Shared values serve as the driving force in the critical decisions made within an organization. As such they guide how members of an organization behave in pursuit of their vision and mission. In education, beliefs about students, learning, and the learning process are essential to the success of a school district. To this end, the Parkland School District subscribes to the following Shared Values.

PARKLAND SCHOOL DISTRICT SHARED VALUES

WE BELIEVE:

Collaboration/ Community:

- A well rounded educational experience includes trusting partnership between families, schools, businesses and community.

Safety/ Well Being

- All students and staff have the right to a safe learning environment.

- A well-rounded educational experience occurs in a safe and healthy family, school, and community environment that is rich with positive role models.

- *A* safe and positive school environment includes character education, good citizenship, resiliency and a sense of responsibility.

Curriculum

- An exemplary curriculum is personalized, rigorous, and relevant to meet the needs of an ever changing technologically driven global society.

- An exemplary curriculum is comprehensive in scope, inclusive in academics, arts and athletics.

- An effective curriculum is aligned to standards, research based and relevant to promote lifelong learners.

Learning

- A successful educational experience encourages and embraces individuality, diversity, and creativity in the classroom, school, community and in life.

- Effective K-12 education provides a diversity of learning experiences to prepare all students for success in their future college and career pathways.

Instruction:

- Effective instruction is differentiated or individualized to meet the diverse needs and abilities of all learners.

- Effective instruction is successfully delivered by staff who use professional expertise, dedication, strong character, creativity and ability to inspire to actively engage all students and encourage continued participation in the learning process.

- Effective instruction blends technology with existing best practices to enrich teaching and learning.

Educational Community

Overview: The Parkland School District is located in a suburban-rural setting approximately 60 miles north of Philadelphia and 70 miles west of New York City in the semi-metropolitan region known as the Lehigh Valley. The regional population is approximately 600,000 including Allentown, the third largest city in Pennsylvania. The Lehigh Valley International Airport, Interstate 78 and the Pennsylvania Turnpike have attracted numerous industries and commercial businesses to the Lehigh Valley. Within a radius of twenty five miles there are ten degree-granting colleges and universities; they are: Lehigh Carbon and Northampton Community Colleges, DeSales University, Cedar Crest College, Kutztown University, Lafayette College, Lehigh University, Moravian College, Penn State University – Lehigh Valley and Muhlenberg College. The 72 square miles of the Parkland School District encompass three townships - North Whitehall, South Whitehall and Upper Macungie - with a total population of approximately 50,000. The district's wide socio-economic range results from its bordering the city of Allentown on the southeast and extending to farmlands at the western and northern extremities.

SCHOOL DISTRICT ENROLLMENT (2013-14)

Parkland High School	3,147
Orefield Middle School	1,069
Springhouse Middle School	1,208
Cetronia Elementary School	521
Fogelsville Elementary School	546
Ironton Elementary School	384
Fred J. Jaindl	630
Kernsville Elementary School	422
Kratzer Elementary School	399
Parkway Manor Elementary School	458
Schnecksville Elementary School	407
Total students K-12	**9,191**

DISTRICT PERSONNEL

Teachers	598
Paraprofessionals/Teaching Asst.	131
Administrators	59
Non-Instructional Employees	523
Total Personnel	**1,311**

DISTRICT NUMBERS

2013-14 School Budget	$143.6 million
Teacher Starting Salary	**$49,921 Bachelor's**
	$57,230 Master's

STUDENT DATA

% Eligible for Free/Reduced Lunch:	18.2%
% Receiving Special Education Services:	15%
% Receiving Gifted Education Services:	8%

Diversity of Student Body: 74% White, 10% Hispanic,
4% African American, 10% Asian, 2% all others.

Ongoing District Initiatives

- **Annual district themes** are developed by the Superintendent of Schools for each school year. These district themes serve as a philosophy or framework for the school community and focus attention upon ongoing and new district initiatives. Each district theme is presented during an Opening Day presentation to all staff members and provides motivation for the start of a new school year.

- **Annual district goals** are established by administrators and professional staff for each school year. These goals are shared with the Parkland Board of School Directors in September, with a mid-year update in January and with an end of the year report in August.

- **Education Summit** has been an annual event for the past 15 years in the Parkland School District. Each November, this event serves as a "State of the District" report for the Parkland School Directors. Presentations are made by the Superintendent of Schools, the Assistant Superintendent of Schools, and each of the district's Department Directors. These presentations are both reflective and visionary in nature focusing on the district's educational initiatives and academic achievements.

- **Budget Seminar** is another annual event for the Parkland School District. Held each spring, this event provides a comprehensive overview of district programs. It is also an opportunity for school board directors and district administrators to review preliminary budget proposals and solidify the appropriation of funds. The end result is a collaborative effort by the district leadership to develop a responsible and feasible budget.

- **Partnerships** are an important facet of the Parkland School District. Collaboration with local businesses, government agencies and other educational institutions has proven vital to the district's success. These partnerships have built and sustained relationships benefiting all parties involved from both an operational and financial perspective.

- **Community Outreach** is an essential aspect of the district. Programs for parents, senior citizens and other community members have allowed the district to connect with all stakeholders. Quarterly newsletters, an annual publication of district accomplishments and special senior citizen events all serve to bring our schools to the community and our community to the schools. Efforts to keep the community informed also are initiated through the use of Parkland TV on Service Electric and RCN TV.

- **School Safety and Crisis Prevention Programs** are a crucial part of the district. Proactive programs to ensure the safety of students and staff are a top priority. In addition, a Crisis Response Team operating in cooperation with other local school districts has proven to be invaluable. The district has been commended for the partnerships formed with Local, County and State Police and Emergency Management and Emergency Service Organizations. The partnerships are enhanced by quarterly emergency management meeting with all community emergency management leaders.

- **Technology** has become a necessary component to the success of the district. Current and updated video, voice, and data systems have supported educational goals. In addition, they have allowed the logistical operations of the district to run in a smooth and seamless manner. Continuous upgrading of our technology infrastructure has allowed for the process of allowing students the opportunity to bring their own devise to school and connect to the Parkland Network.

- **Professional Development** is an ongoing priority for the Parkland School District. Lifelong learning comes alive with the district's "Parkland Academy." The academy offers over 250 workshops and seminars annually. This flexible year-long professional development program for all professional and support staff coupled with a differentiated supervision plan for teachers assures that the focus of all district initiatives is to enhance student achievement.

- **New Teacher Induction** is an important part of the district's professional development program. High expectations balanced with an equally high level of support serves as the basis for this program. New teachers are offered a 6-day program in August to orient them to the district and to review curriculum specific to their position. An total of 66 hours of professional development through the Parkland Academy are required during the school year. Most important, they are assigned a principal and mentor teacher to support them throughout their first year with the district during monthly meetings. Under this Comprehensive Plan, an expansion of the New Teacher Induction Program is under consideration.

- **Academic Offerings** are at the heart of the district's mission. An ongoing Curriculum and Instruction Review Cycle or CIRC is conducted in all content areas. This five step cycle includes a revision and/or development of the curriculum, a review of published materials, and a pre-implementation with professional development to support a full implementation. Most important is an assessment of new or revised curriculum to ensure its effectiveness to improve student achievement based on the Pennsylvania Core Standards.

- **Career Awareness Programs** are an integral part of the educational experiences provided to students. Beginning at the elementary level, the Career Pathways Program and a Career Shadowing Program have proven to be a valuable opportunity for students to explore and apply skills to future.

ENERGY: CONTINUOUS ENERGY IMPROVEMENT STRATEGY

PURPOSE

The Parkland School District has always been proactive relative to the efficient use of

Energy.   Beginning in March 2014 a new philosophy and focus has been implemented, however, whose main thrust is energy conservation and the associated dollar savings that will naturally ensue. We are also committing to conservation in all areas of the district along with the ongoing education of both students and staff toward that end. The general, overall and overriding goal to this initiative is to ensure the school district is, and espouses, being the best possible steward of our environment.

AUTHORITY

The initial phase of this renewed initiative is a Continuous Energy Improvement Program sponsored by PPL and implemented by The Strategic Energy Group (SEG). The Superintendent of Schools is designated as the Energy Sponsor and ultimately directs all efforts in this area. During the first two years (2014-2016) of the program an

Energy Champion has been designated to oversee the creation and implementation of the program. At the conclusion of the initial two year "break-in-period" the bulk of ongoing work will become a joint effort of all department heads and school principals.

DELEGATION OF RESPONSIBILITY

To kick the program off, an Energy Team of two components has been established. The Core Team is composed of the Superintendent, Assistant Superintendent, Assistant to the Superintendent for Operations, the Director of School Services, Building Principal (pilot school) and the Energy Champion (two year designation). This Core Team – minus the Building Principal, whose role will evolve into oversight of each building team – will function as a core team from this point forward. This Core Team is then supplemented by a full Energy Team which is comprised of Teachers, Custodians, Cafeteria workers and also the Building Principal – as well as other appropriate departments (i.e. bus garage). The complete Energy Team will work to promote continuous energy improvement within each school as well as continuously evaluate all aspects of the school operations, identify weak spots and recommend remedial action(s).

GUIDELINES

In year one of the program, and beyond, the complete Energy Team will meet monthly to discuss initiatives and the effectiveness of our efforts. In year two of the program, and beyond each building Energy Team will meet monthly with the Building Principal and Director of the School Services setting the schedule and agenda for these meetings.

OBJECTIVES

The Continuous Energy Improvement Program will focus primarily on two areas – mechanical/operational and behavioral/cultural:

Mechanical/Operational – ensure that when purchasing new and/or replacement equipment we evaluate the life cycle cost of the equipment, taking into consideration not only purchase price, but also cost of energy and anticipated maintenance costs. Also, a top priority will be to evaluate the effective operation of all equipment and systems including, but not limited to, proper settings, schedules and all "nuts and bolts" adherence to specifications.

Behavioral/Cultural – ensure that all students and staff members are utilizing best practices relative to energy conservation, recycling and other "green" conservation templates, as well. Ongoing training is a hallmark of this initiative and will become incorporated in classroom work, in-services, etc.

Reports will be given periodically to the Board of School Directors and other groups (i.e. Community Advisory Council) to document progress, promote awareness and trumpet successes within the district.

Planning Committee

Name	Role
Andrew Kravelik	Ed Specialist - Instructional Technology
Josh Abrams	Middle School Teacher - Regular Education
Lisa Adams	Board Member
Ann Anderson	RTII Specialist
Ann Anderson	Elementary School Teacher - Regular Education
Deborah Andreoli	Secondary School Teacher - Regular Education
Mary Ann Anthony	Instructional Coach/Mentor Librarian
Christina Apgar-Doll	Elementary School Teacher - Regular Education
Karen Aulisio	Administrator
Angela Bachert	Middle School Teacher - Regular Education
Christine Bankos	Ed Specialist - School Counselor
Susan Baranek	Secondary School Teacher - Regular Education
Brian Barone	Ed Specialist - School Psychologist
Jeff Bartman	Administrator
Scott Bartman	Administrator
Elizabeth Bender	Elementary School Teacher - Special Education
Elsa Bennicasa	Middle School Teacher - Special Education
Corey Bergstein	Instructional Coach/Mentor Librarian

Jill Berrigan	Middle School Teacher - Regular Education
Leslie Billowitch	Parent
Beth Breiner	Instructional Technology Director/Specialist
Beth Breiner	Instructional Technology Director/Specialist
Megan Brenkert	Student
Matt Brown	Middle School Teacher - Regular Education
Tom Bryant	Middle School Teacher - Regular Education
Bob Clark	Middle School Teacher - Regular Education
Gina Clifton	Parent
Jane Coronati	Secondary School Teacher - Regular Education
Molly Cygan	Parent
Kathy Dalrymple	Elementary School Teacher - Regular Education
Mathew DeFazio	Instructional Coach/Mentor Librarian
Daniel DePinho	Parent
Brenda DeRenzo	Administrator
Karen Dopera	Administrator
Tori Duff	Parent
Jeff Emig	Administrator
Marge Evans	Student Curriculum Director/Specialist
Brian Everett	PESPA Support Staff President
Darvin Faust	School Resource Officer
Louise Fick	Special Education Director/Specialist
Michael Frew	Elementary School Teacher - Regular Education
Brian Fulmer	Middle School Teacher - Special Education
Sandi Gackenbach	PEA Asssociation President
Melodie Gallagher	Parent
Linda Gallo	Parent
Barbara Ganguzza	Administrative Assistant
Michelle Gannon	Secondary School Teacher - Regular Education
Michelle Geczi	Elementary School Teacher - Regular Education
Michael Gehringer	Administrator
Kara Geiger	Elementary School Teacher - Special Education
Nikki Gelfo	Instructional Coach/Mentor Librarian
Dawn George	Parent
Jamie Giaquinto	Administrator
Todd Gombos	Administrator
Damian Goodman	Elementary School Teacher - Regular Education
Phyllis Grice	Instructional Technology Director/Specialist
Kathy Gross	Ed Specialist - School Counselor

Chad Grover	Elementary School Teacher - Special Education
Gina Guiliano	Paraprofessional
Monica Gutman	Parent
Jim Haines	Middle School Teacher - Regular Education
Sandy Hardy	Elementary School Teacher - Regular Education
Patti Heavener	Middle School Teacher - Regular Education
Jason Henry	Student Curriculum Director/Specialist
Steve Hoffman	Middle School Teacher - Regular Education
Todd Holmes	Administrator
Rob Holmes	Administrator
Gena Holmes	Ed Specialist - School Psychologist
Carol Hurley	Elementary School Teacher - Regular Education
Cindy James	Parent
Terek Kamel	Business Representative
Anita Kapoor	Parent
Pam Kelly	Administrator
David Kennedy	Board Member
David Keppel	Director of School Services
Kelly Kester	Administrative Assistant
Marcie Kuhns	Elementary School Teacher - Regular Education
Barry Kushner	Middle School Teacher - Regular Education
Annette Lacko	Elementary School Teacher - Special Education
Neha Laud	Community Representative
Karen Lauser	Middle School Teacher - Regular Education
Laurie Lebo	Community Representative
Melissa Leonzi	Parent
Doug Leonzi	Business Representative
Megan Lesser	Elementary School Teacher - Regular Education
Elaine Letoski	Ed Specialist - School Counselor
Jennifer Mack	Middle School Teacher - Special Education
Jarrett Maddox-Nguyen	Student
Missy Maggioncalda	Parent
Dana Mancini	Middle School Teacher - Regular Education
Nicole Mandry	Parent
Christopher Mangan	Elementary School Teacher - Regular Education
Melissa Marcia	Elementary School Teacher - Regular Education
Andrea Marzano	Instructional Coach/Mentor Librarian
Steve Matulevicius	Ed Specialist - School Psychologist
Brandi McFarland	Ed Specialist - School Counselor

Dolorea McNair	Elementary School Teacher - Regular Education
Terry Meehan	Administrator
Joanna Midgett	Parent
Amy Miller	Middle School Teacher - Regular Education
Meredith Miller	Parent
Michelle Minotti	Administrator
Lynne Moller	Ed Specialist - School Nurse
James Moniz	Administrator
Carlos Montes	Middle School Teacher - Regular Education
Isiah Moreef	Student
Michelle Moser	Elementary School Teacher - Regular Education
Patrick Murphy	Middle School Teacher - Special Education
Nancy Nahrgang	Elementary School Teacher - Regular Education
Tony Naradko	Administrator
Leigh Navarre	Elementary School Teacher - Special Education
Kristine Neel	Parent
Diane Neikam	Student Curriculum Director/Specialist
Amy New	Secondary School Teacher - Special Education
Deb Newhard	Parent
Diane Nolfe	Instructional Coach/Mentor Librarian
Dana Norris	Parent
Monica Ouly-Uhl	Administrator
Kelsi Page	Title I
Janis Pany	Business Representative
Greg Parlo	Ed Specialist - Instructional Technology
Shree Patel	Community Representative
Hilda Patton	Parent
Kathy Pearson	Instructional Coach/Mentor Librarian
Linda Perlman-McKenna	Parent
Sera Petronio	Student
John Pfeiffer	Administrator
Kay Piston	RTII Teacher
Peter Pizzuto	Middle School Teacher - Special Education
Wendy Pursell	Parent
Jeanne Puskaritz	ESL Teacher
David Ramsey	Special Education Director/Specialist
Dale Reitz	Community Representative
Kelly Richenbaker	Elementary School Teacher - Regular Education
Isiah Rico	Student

Kelly Rosario	Student Curriculum Director/Specialist
Elaine Ruttle	Elementary School Teacher - Regular Education
Elaine Ruttle	Student Services Director/Specialist
Thomas Salvaggio	Business Representative
Jude Sandt	Middle School Teacher - Regular Education
Manuel Santacoloma	Transportation Department
Christine Sarnicky	Elementary School Teacher - Special Education
Mike Schaffer	Business Representative
Diana Schantz	Administrator
Marian Schappell	Community Representative
William Schooch	Hall Monitor
Kurt Schreefer	Administrator
Julie Schultz	Elementary School Teacher - Regular Education
Samantha Schultz	Middle School Teacher - Regular Education
Timothy Schwarz	Secondary School Teacher - Regular Education
Kelly Scurci-Neth	Ed Specialist - School Counselor
Maria Serina	Middle School Teacher - Regular Education
Tracy Smith	Administrator
Lyn Smith	Administrator
Rick Smith	School Maintenance
Richard Sniscak	Administrator
Theresa Stack	Administrator
Tamara Stavenski-Bennick	Administrator
Marcia Stay	Middle School Teacher - Regular Education
Donna Steckel	Administrator
Kerry Stefanyak	Garage Maintenance
Kerin Steigerwalt	Middle School Teacher - Regular Education
Melodie Stinner	Secondary School Teacher - Regular Education
Tom Stoudt	Administrator
Lynda Strohl	Ed Specialist - School Counselor
Cathy Sweeney	Parent
Cathy Sweeney	Instructional Coach/Mentor Librarian
Michelle Tell	Administrative Assistant
Meghan Thomas	Elementary School Teacher - Regular Education
Rob Thornburg	Student Services Director/Specialist
Ruth Tice	Instructional Coach/Mentor Librarian
Rodney Troutman	Administrator
Catherine Walkovic	Instructional Coach/Mentor Librarian
Sarah Weaber	Elementary School Teacher - Regular Education

Carrie Weaknecht	Parent
Andrew Weber	Special Education Director/Specialist
Deb Wiener	Parent
Beverly Wilkinson	Parent
Lisa Wolfe	Ed Specialist - School Counselor
Cherise Yee	Parent
Kristin Yudt	Middle School Teacher - Regular Education

Core Foundations

Standards

Mapping and Alignment

Elementary Education-Primary Level

Standards	Mapping	Alignment
Arts and Humanities	Accomplished	Accomplished
Career Education and Work	Needs Improvement	Needs Improvement
Civics and Government	Accomplished	Accomplished
Common Core Standards: English Language Arts	Accomplished	Accomplished
Common Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Developing	Developing
Common Core Standards: Mathematics	Developing	Developing
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	Developing	Developing
Alternate Academic Content Standards for Reading	Developing	Developing
American School Counselor Association for Students	Developing	Developing
Early Childhood Education: Infant-Toddler; K - Second Grade	Needs Improvement	Needs Improvement
English Language Proficiency	Developing	Developing
Interpersonal Skills	Developing	Developing
School Climate	Accomplished	Accomplished

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

This committee has identified that the Career Education and Work along with Early Childhood Education areas are in needs improvement. The rigorous core standards are difficult to fully implement in a half day kindergarten program. Parkland plans to have more of an emphasis on career awareness in primary grades.

Elementary Education-Intermediate Level

Standards	Mapping	Alignment
Arts and Humanities	Accomplished	Accomplished
Career Education and Work	Developing	Developing
Civics and Government	Accomplished	Accomplished
Common Core Standards: English Language Arts	Accomplished	Accomplished
Common Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Developing	Developing
Common Core Standards: Mathematics	Developing	Developing
Economics	Developing	Developing
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	Developing	Developing
Alternate Academic Content Standards for Reading	Developing	Developing
American School Counselor Association for Students	Developing	Developing
English Language Proficiency	Developing	Developing
Interpersonal Skills	Developing	Developing
School Climate	Accomplished	Accomplished

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

This narrative is empty.

Middle Level

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

Alternate Academic Content Standards for Reading	Developing	Developing
American School Counselor Association for Students	Developing	Developing
English Language Proficiency	Developing	Developing
Interpersonal Skills	Developing	Developing
School Climate	Developing	Developing
World Language	Accomplished	Accomplished

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

This committee has identified from a Curriculum and Instruction office and building level administration that these areas are not evident. We recognized as a district if these are in place that we will need to educate professional staff on their

High School Level

Standards	Mapping	Alignment
Arts and Humanities	Accomplished	Accomplished
Career Education and Work	Developing	Developing
Civics and Government	Accomplished	Accomplished
Common Core Standards: English Language Arts	Developing	Developing
Common Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Developing	Developing
Common Core Standards: Mathematics	Developing	Developing
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	Developing	Developing
Alternate Academic Content Standards for Reading	Developing	Developing
American School Counselor Association for Students	Developing	Developing
English Language Proficiency	Developing	Developing
Interpersonal Skills	Developing	Developing
School Climate	Developing	Developing
World Language	Accomplished	Accomplished

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

This narrative is empty.

Adaptations

Elementary Education-Primary Level

- Arts and Humanities
- Civics and Government
- Common Core Standards: English Language Arts
- Economics
- Environment and Ecology
- Family and Consumer Sciences
- Geography
- Health, Safety and Physical Education
- History
- Science and Technology and Engineering Education

Elementary Education-Intermediate Level

- Arts and Humanities
- Civics and Government
- Common Core Standards: English Language Arts
- Economics
- Environment and Ecology
- Family and Consumer Sciences
- Geography
- Health, Safety and Physical Education
- History
- Science and Technology and Engineering Education

Middle Level

- Arts and Humanities
- Civics and Government
- Economics
- 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
- Civics and Government
- 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:

Our Curriculum Department is currently working with teams of teachers to align curriculum maps to PA CORE.   We are also working with the Student Service Department and Guidance Counselors to align the Career Education and Work Standards.   All other areas have been previously aligned to PA Academic Standards in K-12 and are revisited annually if any instruction is need to changed to stay aligned to the PA Academic Standards.

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:

Parkland has an established review of curriculum. We also have added a new tool called Curriculum Connector that will have transition curriculum guides into a data base of standard based reports. We meet regularly with teachers to tweek curriculum where we find areas of need.   The above curriculum characteristics are discussed by administration and professional staff at regularly scheduled collaboration meetings.

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

This narrative is empty.

Elementary Education-Intermediate Level

Curriculum Characteristics	Status
Objectives of planned courses, instructional units or interdisciplinary studies to be achieved by all students are identified for each subject area.	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:

Parkland has an established review of curriculum. We also have added a new tool called Curriculum Connector that will have transition curriculum guides into a data base of standard based reports. We meet regularly with teachers to tweek curriculum where we find areas of need. At the elementary school level, grade level teams are used to collaborate between teachers of common content areas and administration.   The meetings address all the above curriculum needs and instructional practices. In addition, curriculum revisions and alignment to academics standards are reviewed by staff during designated professional development days.

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

This narrative is empty.

Middle Level

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

Parkland has an established review of curriculum. We also have added a new tool called Curriculum Connector that will have transition curriculum guides into a data base of standard based reports. Administrative teams meet regularly with professional staff to tweek curriculum where we find areas of need. At the middle school level, team leaders and content teams are used to collaborate between teachers of common content areas and administration. The meetings address all the above curriculum needs and instructional practices

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

This narrative is empty.

High School Level

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

Parkland has an established review of curriculum. We also have added a new tool called Curriculum Connector that will have transition curriculum guides into a data base of standard based reports. We meet regularly with teachers to tweek curriculum where we find areas of need. At the high school level,   Professional Learning Communities are used to collaborate between teachers of common content areas and administration.   The meetings address all the above curriculum needs and instructional practices

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

This narrative is empty.

Modification and Accommodations

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

Teachers will be developing instruction containing modifications and accommodations that allow all students to master a rigorous standard aligned curriculum. Teachers will be using units and lessons that focus on addressing the PA Core Standards. Each building has defined data teams to help develop individual learning paths for each student. All professional staff use performance data from Parkland's Performance Tracker Data Base to adjust instruction where needed.   An established RtII program is in place in the elementary schools and student action planning is in place in the middle schools and high school. The teachers use all aspects of the data collected to make decisions on differentiated instruction in the classroom.

Instruction

Instructional Strategies

- Formal classroom observations focused on instruction
- Walkthroughs targeted on instruction
- Annual Instructional evaluations
- Instructional Coaching

Regular Lesson Plan Review
- Not Reviewed

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

Parkland's Differentiated Supervision Plan allows teachers to choose a method of supervision that enables them to explore, in depth, new ideas or interests that will enable them to refine their teaching skills and promote professional growth. Tenured individuals must participate in the focused method every 3-5 years, requiring one formal observation, and non-tenured are formally observed twice per year. In addition they can choose from the Self-Directed model or Cooperative model. An Intensive Supervision Plan is in place for any staff member that requires close supervision and assistance in their teaching craft. Through the use of Teachscape, administrators complete formal observations using the Danielson Framework. This framework promotes professional discussions between staff member and administrator. Walkthroughs are conducted throughout the year as well.

The Curriculum and Instruction department along with administrators and teachers continually evaluate how effective the curriculum is and make adjustments as needed. RTII teachers and Reading Specialists work closely with teachers at the elementary level and assist them in improving instruction on a continual basis. Grade level meetings with the Core team take place on a regular basis to discuss instructional practices and student progress. Team Leaders at the Middle School and Department Chairs at the High School lead Professional Learning Communities and serve in a similar capacity; conducting content based and data team meetings to discuss and share classroom practices and teaching strategies.

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

Professional staff is not evaluated by peers, but peer coaching is in place at all levels in the form of Reading Specialists, RTII teachers, Team Leaders, and Department Chairs. Lesson Plans are currently not reviewed regularly. Building principals may review them during a classroom observation or a walkthrough. In addition, a teacher can choose to submit them as evidence of planning and preparation as part of the observation and evaluation process. Regular review of lesson plans would be part of negotiations with the union.

Responsiveness to Student Needs
Elementary Education-Primary Level

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

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

Instruction at the elementary level is differentiated in various ways in order to meet student needs. Students are placed in differentiated reading groups enabling them to have access to grade level text during whole group instruction and material that is at their instructional level during differentiated reading time, whether above or below grade level.   We have some teachers that are differentiating math instruction within their classroom to better meet the needs of their students, but this is an area we are working to strengthen through professional development offerings.   In addition, in grades 1 through 5 there is a 45 minute period built into every day for intervention or enrichment based on individual student needs. We would like to be able to extend this into Kindergarten, but due to the rigors of the curriculum and only having a half day program, we are unable to fit an intervention or enrichment period into the schedule.
Gifted students participate in a pull out program that provides enrichment instruction. Gifted students are challenged in the regular classroom, however, we are currently looking closely at our elementary gifted program to better align the enrichment provided to enhance what is being taught in the classroom. A student can participate in accelerated math if they qualify based on testing.

Elementary Education-Intermediate Level

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

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

In addition to **all**
that is in place for the primary level, students in grades 3, 4, and 5 may participate in cross grouping for math. Where this format is in place, teachers utilize data to determine groupings for students based on their ability and proficiency level of standards to be taught.

Middle Level

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

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

Students at the middle level are grouped heterogeneously for the most part, although within that group the very highest students and very lowest students are clustered together so that support services can push into or pull out as needed to meet the needs of the students. Differentiation occurs in some classrooms to better meet the varied ability levels of students within the group; however, this is an area we are working to strengthen through additional professional development offerings to staff. Students at the 7th and 8th grade level can choose classes that are gifted and high potential. In addition, students can test into advanced math classes. There is an activity period built into the schedule to allow time for remediation or enrichment.

High School Level

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

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

Students at the high school level are groupd by ability. Courses are offered at varied ability levels; applied, college prep, gifted/high potential, and honors/AP. Math lab is available every period and after school for any students experiencing difficulty. In addition, teachers utilize data from pre-tests and PVAAS to help them plan for differentiation within the classroom and to assist them in preparation of Algebra 1, Biology, and 10th grade Language Arts Keystones. When a student is not successful with the Keystone test, a remediation program is designed for each student.

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.

Administrators attend job fairs each year in an effort to recruit top teachers. In addition, our district is fortunate to be well respected in the area and therefore we receive hundreds of applications from interested candidates. Administrators review and rank applications every year to determine the most qualified candidates to be granted a mini interview. From that group of individuals, only those top candidates qualify for a full interview with administrators from the respective level. The interview process is rigorous and competitive and allows us to have highly qualified staff filling our positions. At the elementary level, building principals determine teaching assignments. A great deal of time and consideration is placed on determining student placement within classrooms. The core team reviews student information and determines the best placement of each student based on their individual needs. At the middle and high school level, student placement is determined by the guidance counselor and building administrators based on the students' course selection and their individual needs.

Assessments
Local Graduation Requirements

Course Completion	SY 13-14	SY 14-15	SY 15-16	SY 16-17	SY 17-18	SY 18-19
Total Courses	27.00	27.00	27.00	27.00	27.00	27.00
English	4.00	4.00	4.00	4.00	4.00	4.00
Mathematics	3.00	3.00	3.00	3.00	3.00	3.00
Social Studies	4.00	4.00	4.00	4.00	4.00	4.00
Science	3.00	3.00	3.00	3.00	3.00	3.00
Physical Education	4.00	4.00	4.00	4.00	4.00	4.00
Health	4.00	4.00	4.00	4.00	4.00	4.00
Music, Art, Family & Consumer Sciences, Career and Technical Education	4.00	4.00	4.00	4.00	4.00	4.00
Electives	5.00	5.00	5.00	5.00	5.00	5.00
Minimum % Grade Required for Credit (Numerical Answer)	60.00	60.00	60.00	60.00	60.00	60.00

2014 Graduation Specifics

Identify the method(s) used for determining graduation proficiency for the following sets of standards. (Check all that apply)

Reading
- Proficiency on State Assessments
- Local Assessments aligned with State Standards

Writing
No methods have been identified for this standard.

Mathematics
- Proficiency on State Assessments
- Local Assessments aligned with State Standards

Local Assessments

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

2015 and beyond Graduation Requirement Specifics

Identify the method(s) used for determining graduation proficiency for the following sets of standards. (Check all that apply)

English Language and Composition

- Completion of Course Work in which a student demonstrates proficiency on the associated Keystone Exam

English Literature

- Completion of Course Work in which a student demonstrates proficiency on the associated Keystone Exam

Mathematics

- Completion of Course Work in which a student demonstrates proficiency on the associated Keystone Exam

Science & Technology

No methods have been identified for this standard.

Environment & Ecology

No methods have been identified for this standard.

2017 and beyond Graduation Requirement Specifics

Identify the method(s) used for determining graduation proficiency for the following sets of standards. (Check all that apply)

Biology or Chemistry

- Completion of Course Work in which a student demonstrates proficiency on the associated Keystone Exam

American History, Civics/Government, or World History

- Completion of Course Work in which a student demonstrates proficiency on the associated Keystone Exam

Methods and Measures

Summative Assessments

Summative Assessments	EEP	EEI	ML	HS
Algebra I Keystone Exam			X	X
Biology Keystone Exam				X
Literature Keystone Exam				X
Finals				X
End of Unit Tests	X	X	X	X
PSSA Assessments		X	X	
Biology Quarterly Assessments				X
LEAD 21 Differentiated Unit Assessments	X	X		
LEAD 21 Reading/Writing Quarterly Benchmark	X	X		

Benchmark Assessments

Benchmark Assessments	EEP	EEI	ML	HS
Study Island Literature Benchmark				X
Study Island Math Benchmark			X	X
Study Island Reading Benchmark			X	
LEAD 21 Reading/Writing Quarterly Benchmark	X	X		
Math Benchmark	X	X		

Formative Assessments

Formative Assessments	EEP	EEI	ML	HS
Quizzes	X	X	X	X
Projects	X	X	X	X
STAR	X	X		
Study Island			X	X
Compass Learning	X	X		
LEAD 21 Weekly Assessments	X	X		

Diagnostic Assessments

Diagnostic Assessments	EEP	EEI	ML	HS
Read 180			X	X
STAR	X	X		

Validation of Implemented Assessments

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

Provide brief explanation of your process for reviewing assessments.

Grade level and content level teams meet with the curriculum department to review district wide assessments. Professional staff from across the district and grade levels develops, review and align assessments to the PA Core Standards. Building and grade level teams meet regularly to review and analyze student and building data and assessments. Administrative Teams regularly review and analyze building and district data and assessments.

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. All common assessments, standardized assessments, state assessments and benchmark scores are collected and stored on the district data warehousing system. This data warehousing system named Performance Tracker provides longitudinal data and profiles for individual students, grades, teams, departments, and schools. Based on the type of data being collected, it is either uploaded en mass by vendors, district personnel, or individually by a student's teacher. Performance Tracker allows professional staff to make critical instructional decisions based on multiple student data sources. Collaboration among professional staff is a critical component in this process. Data teams from all levels across the district meet regularly to analyze student data. Team meetings and professional learning communities have allowed staff to jointly analyze student data and design instructional programs to meet the needs of the district's diverse population of learners.

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.

After data teams identify students' areas of weakness and specific needs, teachers address those needs through differentiated instruction in the classroom and/or by placing students with similar need in a group to receive remediation or a specific intervention. Students may receive remediation within several different programs: the intervention and enrichment period, before and after school tutoring sessions, prep classes, help lab, or through a variety of after school camps. To assist students who have not demonstrated achievement at a proficient level or higher, the remediation help they receive may be teacher directed or computer assisted.

Assessment Data Uses

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

Provide brief explanation of the process for incorporating selected strategies.

Curriculum is aligned to PA assessment anchors or standard-aligned learning objectives. Assessment results are reported out by these same objectives. Instructional practices are driven by the needs of the students determined by the analysis of the data. Identified areas that were not demonstrated to mastery are retaught, reviewed and practiced. The Intervention and Enrichment period at the elementary level and the use of online programs at all levels are a few of the resources educators use with students to provide mastery of identified objectives. 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	EEI	ML	HS
Course Planning Guides				X
Directing Public to the PDE & other Test-related Websites	X	X	X	X
Individual Meetings	X	X	X	X
Letters to Parents/Guardians	X	X	X	X
Local Media Reports	X	X	X	X
Website	X	X	X	X
Meetings with Community, Families and School Board	X	X	X	X
Mass Phone Calls/Emails/Letters	X	X	X	X
Newsletters	X	X	X	X
Press Releases	X	X	X	X
School Calendar	X	X	X	X
Student Handbook				X

Provide brief explanation of the process for incorporating selected strategies.

Summative assessment information is distributed to the public in multiple ways. Varying processes are used depending on the distribution method. Principals, The Community Relations Department, and The Data Assessment Department work together to inform the public about our summative assessments and the data associated with them.

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

District principals meet yearly to revise student handbooks. Summative information will be added to the next edition of the student handbook at both the elementary and middle school levels. The necessary information will be included with the new revisions. Middle School principals and guidance counselors meet yearly to update the Course Planning Guide for the middle school. Summarive information will be added to the document during the revision process.
The Course Planning Guide is a document that does not exist and is not needed at the elementary level.

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.

The Parkland School District superintendent has a very clear vision for student achievement that is explicitly expressed each year. Each month the administration including principals and department heads meet as an instructional leadership group to discuss methods and strategies to enhance student achievement. As a result each building and the district offices have a unified approach as to how to assist students who are struggling to meet academic student achievement targets. The district has acquired and has developed assessments that benchmark student progress across all levels and in each of the areas of the standards. School data teams then analyze the data to determine if there are curricular deficits or sub groups of students who have not reached the desired benchmark scores. Further formative assessments are utilized to determine areas instructional deficits for each subject areas. Schools develop an action plan to address areas of relative weakness or to enhance the current school achievement level. All subgroups are also identified to make sure that adequate growth is being made.

At the elementary level, a response to intervention and instruction format is used. A universal screener, the STAR assessment is used within the first weeks of school. Students who are identified as being at risk based on the screener and past assessments are identified. The schools have employed an intervention and enrichment period in the school to assist all students to either be remediated or enriched on targeted skills. Research based interventions are applied to students in need of tier 2 or tier 3 services. The students' progress is monitored to determine if they are making sufficient progress. Grade level teams meet regularly to discuss the data, analyze student progress, and make appropriate revisions to their academic program. Elementary schools use Title services, district remedial services, teachers for English Language Learners, and special education support to assist their students. In addition all schools have a full time reading specialist and .5 of a response to intervention and instruction teacher to assist their teams.

At the middle school level, the students are placed on academic teams. The teams of teachers meet regularly to discuss their students and the progress toward academic goals. The middle schools also use school wide assessments through Study Island to determine which students are at benchmark and are likely to hit state performance standards. Differentiated instruction is provided through regular education to assist any student who has not met their performance goal. In addition, the school has remedial courses through PSSA reading and PSSA math for students who qualify. The middle schools also meet to analyze their assessments and to develop action plans to enhance student growth. There are district remedial programs and special education services available in addition to one reading specialist in each building. The student assistance program and the counseling staff assist students who may have social emotional or substance abuse hurdles that impede t h e i r academic progress.

The high school has a very strong and varied curriculum that meets the needs of students with varied interests and abilities. They also use assessments through individual disciplines and with Study Island. The school has established math labs, tutors through the

National Honor Society, and a variety of remedial courses that are designed to assist
s t u d e n t s who have not reached proficiency in the Keystone tests. In addition, the
school has a data team that targets areas in need of growth and establishes an action plan
to address these needs. Individual departments meet as professional learning communities
to troubleshoot problems and enhance student growth.   Students with mental health
d i s o r d e r s or social emotional concerns are assisted through a counseling staff, the
Student Support team and psychological services.

The district's curriculum, instruction and professional development department, the
student services department, and technology departments meet with the school's staffs
regularly to assist in providing state of the art resources and instructional interventions as
required by the buildings.

Programs, Strategies and Actions

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

Parkland School District does have a school-wide positive behavior support program at the
elementary schools. Currently the district is also involved in training the middle schools in
a bullying prevention program.   The secondary schools will be exploring in the next two
years the use of evidenced based practices for increasing positive school climate and
discipline. This exploration could include attending workshops by the IU and or Pattan on
School-wide positive behavior supports. We will also be reviewing restorative practices
model to see what works best at the secondary level.

Parkland middle schools incorporated a School Resource Officer in the 2013-2014 school year. At the elementary level, the district has incorporated a new program entitled POLICE PALS. This program allows police officers to enter elementary schools and be visible in the school environment. In addition, the officers are offered either breakfast or lunch as they are patrolling their areas. This program has allowed elementary schools to have the relationship with a police officer and to recognize that they are a valuable community resource.

The Student Assistance Program or Student Support team as it is called in Parkland operates in the secondary schools as a fully functioning process. At the elementary level, the schools incorporate school wide behavior support and Olweus bullying prevention techniques. Individual professionals have been trained at the elementary level. Parkland will be training more teams in the next two years. In addition, we will be discussing the model of student assistance program at an elementary level and how it interfaces with existing programs. Reviewing the referral reasons, building interventions, community supports and need for assessments. This will require coordination and discussion with the Center for Humanistic Change and the Lehigh county drug and alcohol intake unit.

Identifying and Programming for Gifted Students

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

The Parkland School District believes that active screening and progress monitoring are essential aspects of ensuring student's educational success from kindergarten through high school. As a result of utilizing Universal Screeners which are administered to all students at the beginning, middle and end of the year, academic progress is routinely assessed by building data teams to identify students who are academically advanced and in need of possible enrichment beyond the scope of the regular education setting. Students who are top performers academically or have been recommended by the teachers/parents due to outstanding classroom performance are individually screened through by the Gifted Identification Screening Team (GIST). Parents are notified that their child has demonstrated exemplary performance, which suggests that they may be in need of Gifted Education. During this screening process, multiple data points are collected in order to pinpoint a student's academic, intellectual, and behavioral functioning. This is accomplished through: review of academic records; administration of individual curriculum based tests; completion of Gifted Rating Scales; and soliciting narrative input from both classroom teachers and parents. Once this information is collected, the GIST reviews the information and makes a determination whether the student is in need of specially designed instruction. Based on the data, the GIST may also determine that the educational needs of the student may be addressed through regular education. Students that demonstrate a need for specially designed instruction are referred for a formal assessment by the school psychologist.

The formal assessment follows the guidelines as defined in Pa. Code Chapter 16: Special Education for Gifted Students. Once the formal assessments are completed, they are considered in conjunction with the information collected through the screening process by the Gifted Multidisciplinary Team for determination of the student's eligibility as a Mentally Gifted Student. If the student is determined to be eligible, then a Gifted Individual Education Plan is developed. If the student is determined to be ineligible, the student is provided enrichment opportunities through classroom differentiation in order to meet their educational needs.

Parkland School District's gifted education program offers enrichment opportunities through the teachers of gifted and through differentiation of regular education curriculum. At the elementary level, five teachers of gifted provide a pull-out program which is differentiated into distinct units in the primary grades. The emphasis of the program is on developing higher order thinking skills. In the intermediate grades, the curriculum is more closely aligned with regular education and builds on the core foundation of skills.
The middle school provides a pull out program in sixth grade through application level skills enhancing the regular education program. Students in seventh and eighth grade are able to select academic courses based on their interest and aptitude level. The gifted/high potential courses provide more challenging activities and questioning techniques than the regular program.   Students in high school are able to choose between gifted high potential courses, honors, and advanced placement options.

Developmental Services

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

Explanation of developmental services:

Parkland is currently working on compliance with the chapter 339 requirements. As a result we have taken a comprehensive look at our delivery of the college and career readiness standards. In this process, we have conducted a gap analysis to review where we currently have activities and what need to be completed in the future. **Career awareness** activities have been highlighted as a need area at the elementary level. Our action plan for this year is to provide short video clips to the elementary students of various job opportunities and careers. At the middle school, the social studies teachers have engaged speakers from local employers to speak about their jobs, the training required, and the benefits from their positions. In addition, students are required to complete an on line assessment and interest inventory concerning careers. The career cruising program also provides career information and resources for students to explore.

Career development and planning
. This area is mostly being implemented at the middle school and the high school. The middle school counselors work with each student to identify their career choices and to choose a career pathway prior to entering high school. The information will be kept in a digital portfolio and can be reviewed by the high school counselor. Career development and planning will be a particular emphasis of the high school career exploration course. In addition high school counselors meet with every student to determine the courses and application process for colleges, post-secondary certification courses, military and or careers.

Parkland high school currently has students who attend job shadowing experiences. In addition the district contracts with the IU for job shadowing and job coaching for students with special needs. This area is evolving for regular education students. The district has convened a business advisory council which will be instrumental in identifying job **coaching and mentoring** opportunities.

The elementary schools in Parkland have been working within a **Response to Intervention and Instruction (RTII)** framework for the last five years. Each school currently has a universal screener for reading and interventions for struggling students. Remediation and or enrichment is provided in intervention and enrichment periods. Student progress is monitored using the STAR assessment in addition to curriculum based measures. Grade level teams meet regularly to review the data and to determine if a student is progressing or in need of more intensive interventions. One problem is the lack of time that Kindergarten students possess since they attend a half day program. Providing additional time for students to learn the foundation skills of reading, writing and math is essential to reaching a goal of all students reading by the third grade. Parkland will be discussing the option of **full day kindergarten** with the various stakeholders. This includes an analysis of physical space for classrooms, budgeting and staffing implications, curricular concerns and p r o v i d i n g necessary supports. The RTII model is not as fully developed at the secondary level. However, the schools have common assessments and regularly review benchmark data to make instructional decisions. The teachers have professional learning communities to share ideas as to the appropriate interventions and strategies for each individual student. Students are offered district remedial support at the middle school and math lab support and tutoring support at the high school. Further exploration of implementing a secondary RTII process will continue in the next three years.

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

Explanation of diagnostic, intervention and referral services:

Parkland School District integrates various procedures, systems, and structures to provide diagnostic, intervention, and referral services across all grade levels. Some of the methods of providing these services are consistent between the elementary, middle, and high school levels. Other aspects of these services are uniquely provided to address the differing needs amongst the grade levels.

Elementary Level
At the elementary grade levels, necessary accommodations and modifications to a student's educational program are identified via two potential pathways. The first pathway is the Response to Intervention and Instruction (RTII) teams which utilize educational data to assess students' needs and recommend tiered interventions. The second pathway is through the Multidisciplinary Evaluation (MDE) process that comprehensively assesses a student to evaluate a suspected disability and determine the degree of educational need. It is through this process that student's eligibility for special education services is d e t e r m i n e d . Assessment of academic skills, assessment of aptitude for learning and progress monitoring are accomplished by the use of formative, summative, diagnostic, and benchmark assessments. These include the use of universal screeners, academic probes, and standardized assessments. Data from these assessments are stored and may be accessed and analyzed from state and district data warehousing programs.
Medication administration at all levels is accomplished by the district health department guidelines that require physician orders for the prescription. At all levels actual and potential health problems are addressed through school resources, which include at least one certified school nurse in each school building, a district physician, and through collaborative efforts with community health providers. Various health screenings are conducted on a scheduled basis at the elementary level. Health educational initiatives by the district include flu-prevention, concussion awareness and management, and healthy lifestyle choices (such as the "Wellementary" program at the elementary level).

Crisis response, management, and intervention procedures are outlined within the Student Services Procedure manual, which guides action based upon potential threats and risks to the health, safety, and welfare of the school community. Further, district staff is trained members of the Carbon Lehigh Intermediate Unit's flight team which is a regional team available to assist in crisis response. The district has established relationships with various community agencies and first responders to partner in responding to crises.

At the elementary level, casework is provided by various professionals depending upon the area of need such as academic, social/emotional, behavioral, and accessing community supports and services. These professionals include school counselors, school psychologists, district consultants, the home and school visitor, and teaching staff. Counseling interventions at the elementary level are offered to address student's needs. Counseling services are offered in individual sessions and group sessions (ex. "lunch bunches") and may address coping with life situations, educational planning, and personal and social development. Each elementary school has a school counselor and there are eight school psychologists district-wide who provide these services. The Student Assistance Program (SAP) referred to as the Student Support Team (SST) is in its early stages at the elementary level and only recently incorporated within the state approved training program. The SST team functions to identify students with needs that create barriers to learning and provide referrals to appropriate services. It is anticipated that through training greater numbers of elementary staff in the SAP process that this will be a more frequently used resource at the elementary level.

Secondary Level (Middle and High School)

At the secondary level, necessary accommodations and modifications to a student's educational program are identified via two potential pathways. The first pathway at the middle school level is the grade level teams, which utilize educational data to assess students' needs and recommend and develop action plans.   The first pathway at the high school level is the Child Study teams which utilize educational data to assess students' needs and recommend and develop action plans. The second pathway for both the middle and high school levels is through the Multidisciplinary Evaluation (MDE) process that comprehensively assesses a student to evaluate a suspected disability and determine the degree of educational need. It is through this process that student's eligibility for special education services is determined. Assessment of academic skills and aptitude for learning and progress monitoring are accomplished by the use of formative, summative, diagnostic, and benchmark assessments. These include the use of classroom assessments, academic probes, and standardized assessments. Data from these assessments are stored and may be accessed and analyzed from state and district data warehousing programs.

Medication administration at all levels is accomplished by the district health department guidelines that require physician orders for the prescription. At all levels actual and potential health problems are addressed through school resources, which include at least one certified school nurse in each school building, a district physician, and through collaborative efforts with community health providers. Various health screenings are conducted on a scheduled basis at the secondary level. Health educational initiatives by the district include flu-prevention, concussion awareness and management, and healthy lifestyle choices.

Crisis response, management, and intervention procedures are outlined within the Student Services Procedure manual, which guides action based upon potential threats and risks to the health, safety, and welfare of the school community. Further, district staff is trained by

members of the Carbon Lehigh Intermediate Unit's flight team which is a regional team available to assist in crisis response. The district has established relationships with various community agencies and first responders to partner in responding to crises. This has included first responder drills at each of the three secondary schools. In addition, two School Resource Officers from the South Whitehall Police Department are housed within the middle and high school buildings.

At the secondary level, casework is provided by various professionals depending upon the area of need such as academic, social/emotional, behavioral, and accessing community supports and services. These professionals include school counselors, school psychologists, district consultants, the home and school visitor, and teaching staff. Counseling interventions at the secondary level are offered to address student's needs. Counseling services are offered in individual sessions and group sessions and may address coping with life situations, educational planning, and personal and social development. Each middle school has three school counselors. The high school has ten school counselors and there are eight school psychologists district-wide who provide these services. Additionally, at the high school level the district has partnered with a community mental health service provider, who offers the opportunity for on-site mental health treatment services. It is anticipated that this partnership may grow to service all levels and include additional community mental health providers. Until the current school year, the high school offered families the opportunity for ninth grade students to participate in a mental health screening. Since the screening organization discontinued the use of their tools, the district has actively investigated options to again offer such screenings.

The Student Assistance Program referred to as the Student Support Team (SST) has been operational since the start of SAP programs in Pennsylvania. The SST team functions to identify students with needs that create barriers to learning and provide referrals to appropriate services. At the high school level the Student Support Team offers group counseling as an intervention to address various topics as well as offering the typical SAP services.

Consultation and Coordination Services

Consultation and Coordination Services	EEP	EEI	ML	HS
Alternative Education			X	X
Case and Care Management	X	X	X	X
Community Liaison	X	X	X	X
Community Services Coordination (Internal or External)	X	X	X	X
Coordinate Plans	X	X	X	X
Coordination with Families (Learning or Behavioral)	X	X	X	X
Home/Family Communication	X	X	X	X
Managing Chronic Health Problems	X	X	X	X
Managing IEP and 504 Plans	X	X	X	X
Referral to Community Agencies	X	X	X	X
Staff Development	X	X	X	X
Strengthening Relationships Between School Personnel, Parents and Communities	X	X	X	X
System Support	X	X	X	X
Truancy Coordination	X	X	X	X

Explanation of consultation and coordination services:

A variety of professionals within Parkland School District oversees and engages in consultation and coordination activities. While the approach and methodology of these activities are tailored to the developmental needs of students at the elementary and secondary levels, the procedures and responsible staff are generally consistent between the grade levels. Professionals within the Student Services department in different roles collaborate to ensure the integration of these services within the educational program. Alternative education services at all levels has been provided in the necessary situations through contracts with alternative education sites in the region including alternative education schools and Carbon Lehigh Intermediate Unit classrooms. In addition, at the secondary level alternative education services have been provided to students with the district's cyber program and Parkland Behavior Support Program. At all levels, school counselors, school psychologists, the home and school visitor, consultants, school nurses, special education teachers, and Students Service administrators have provided case management services, community liaison and coordination services, family coordination, home/school communication, community referrals, staff development, and system relationship building and support. At all levels, the professional roles involved with these activities are determined based upon the area of need (i.e. academic, social/emotional/behavioral, health, etc.). The district uses varied avenues to provide and publicize these services that include communication through newsletters, trainings and workshops for community members, interagency and interdisciplinary networking, and participation in county-level committees.

At the elementary and secondary levels, managing chronic health problems is accomplished by collaborating with families and their medical providers. Within the school setting, school nurses, school counselors, and school psychologists assess and communicate to teachers the health considerations and academic needs that may be manifested as the result of a chronic health condition. Students with chronic health conditions may have plans such as a health care plan, action re-entry plan, 504, or IEP developed to support them dependent upon the degree of need created by a chronic health condition. Furthermore, the district's central office oversees homebound instruction services for students with chronic health conditions that render a student medically unable to attend school. In recent years, the district's cyber program has also become another option that may be considered.

At all levels IEP and 504 Management is guided by federal and state regulations. The process for referral, assessment, and implementation of special education services and 504 plans within the district is detailed in the Student Services Procedure Manual. IEPs and 504 plans are managed by five Student Services administrators in conjunction with the building level administrators. At the building level, special education teachers manage IEPs and school counselors, school psychologists, and school nurses manage 504 plans.
At both the elementary and secondary level, truancy is addressed based upon the state guidelines and district policies. Based upon the frequency of absences, truancy is addressed progressively by requiring medical excusals, the development of a Truancy Elimination Plan (TEP), and citation for truancy. Emphasis by staff is placed upon home-school collaboration and removing attendance barriers when addressing truancy.

Parkland has a collaborative relationship with many community agencies. The district counselors work with the county children and youth agencies, probation, the Office of drug and alcohol, and the agencies for intellectually disabled students. In addition, the district is coordinates prevention oriented activities with the Center for Humanistic Change, the Weller Center, and various hospitals and behavioral health providers such as KidsPeace.

Communication of Educational Opportunities

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

Communication of Student Health Needs

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

- Quarterly

High School Level

- Monthly

Collaboration for Interventions

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

Parkland is very rich in their ability to organize and offer opportunities for teachers to meet as a team. At the elementary level, teachers are provided with grade level teaming time where they can analyze assessment data and determine appropriate interventions. Teachers are supported by the building principal, reading specialist, and response to intervention teachers to make sure that student need is addressed.   Teachers are provided time to share positive strategies and resources to meet the needs of all learners.

The middle school has meeting time by team. Students are assigned to teams and the group is headed by a team leader who coordinates the discussions.   Curricular items, student action plans, and social emotional concerns are addressed through the grade level team. The high school is able to meet by department in a professional learning community. The teachers again review data to determine areas of strengths and needs and to determine which students require remediation in particular areas of instruction.   This information assists teachers in their classes and also provides information to the school as to the need for various remediation focus or course to boost student achievement.

Throughout the entire district, the teams are supported by counselors, psychologists, and nurses to assist and collaborate with the teachers to address their needs and assure academic progress.   A multidisciplinary team is chaired by the school psychologist at all schools to conduct special education eligibility determinations.   Teachers, and parents are mandatory members of these teams. In addition, psychologists, nurses , and counselors also manage protected handicapped service agreements mandated by federal and state laws to provide accommodations with students with a health related disability.

Teachers are also able to network with each other through an extensive professional development program and in-service opportunities. Finally, the district technology department has fostered collaboration through on line forms, network share drive, google docs, and wikis.

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

Parkland has a strong relationship with the community operated child care centers. The district web site lists the child care agencies and schools under the community tab of the district web site.   Each elementary school has the feeder programs listed. Parkland reaches out to the pre-schools and day cares on an annual basis to inform them of the kindergarten registration dates and any pertinent changes that may be proposed. The district is a strong proponent for early childhood education.

In addition the YMCA and YWCA offer Y care in many of the elementary buildings. This before and after school service is available to families and provides assistance for homework, opportunity for healthy snacks, and physical activity.   Teachers are required to attend 25 hrs. of certified training annually. Elementary world language and student council also serve extracurricular functions at the elementary level.   At the secondary level, there are multiple extra-curricular activities that are available for middle and high school students. These include athletic, performing arts, and student interest clubs. At the high school, there are 57 clubs available for student participation.

The Youth Workforce development programs are fulfilled through Lehigh County Technical Institute.   They provide opportunities for high school students to participate in cooperative vocational endeavors whereby a student can receive credit while working in an area of focus. In addition, the student can receive credit in the diversified occupations through LCTI as well.   The Intermediate unity provides work based learning programs, and Project Search for students with a defined disability.   The district continues to explore opportunities for students to gain employment and to learn about entrepreneurial opportunities such as in emerging health careers and engineering.   (STEMM awareness)

The district provides a tutoring list to counselors, secretaries, and principals to forward to parents upon request.   This list is for private additional tutoring beyond the school day. In addition the high school offers tutoring through the national Honor Society, and in math lab. After school tutoring is available at the middle school. Peer tutoring is available in most elementary schools.

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 Parkland School District collaborates with various community agencies and providers to serve preschool age students with disabilities. For students from birth to 3 years of age the Parkland School District provides services through the Lehigh County Department of Welfare. Students who are 3 years of age to age 5 are provided with services through the Carbon Lehigh Intermediate Unit.

The Parkland School District is made aware of a child who may be eligible for special education Early Intervention Services through a referral from a person who has regular contact with the child. Parents, relatives, daycare or preschool teachers, physicians, or other professionals may refer a child. Once a child is referred, the contracted agency determines the need for, and type of an evaluation that a child may require. If a child is determined to be eligible as a result of the evaluation, under the guidelines of the federal law (the Individuals with Disabilities Education Act (IDEA), the student will receive services that are both free and appropriate. Timely transition meetings are regularly scheduled and held with representatives of the Department of Welfare and the Carbon Lehigh Intermediate Unit to provide a continuity of program from birth to three years of age and 3 to 5 years of age.

Prior to a student's entrance into school age programming, the Carbon Lehigh Intermediate Unit schedules a transition meeting between the Parkland School District and the families who are receiving services through Early Intervention. At that time, the Parkland School District receives the information pertaining to the student and conducts an evaluation as defined in Pa. Code Chapter 14: Special Services and Programs, to determine eligibility for school age programing. If a child is identified as eligible, they will then be provided school age special education services. If the child is not determined eligible, then educational recommendations are shared with the receiving teachers to assist in the student's transition to school age programming.

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.

We believe quality materials and resources support learning by:

- Enhancing instruction, supporting and enriching curriculum, and aiding students in the achievement of the Pennsylvania Academic State Standards.

- Creating technologically literate graduates prepared to meet the challenges and expectations of the global information-age society.

- Encouraging life-long learning and enabling students to become independent learners, critical thinkers, and contributing citizens.

- Facilitating the students' ability to access, analyze, synthesize and present information.

- Fostering a positive orientation to the future, enabling students to handle new technologies and constant change.

- Providing equitable educational opportunities for all students.

- Offering on-going professional development to enhance the technological skills of staff, administration and the Parkland community.

Fulfillment of this vision will enable all Parkland students to reach their academic potential and will support our staff in carrying out a quality educational program.

Features of our district technology-based materials and resources

- 1000 Mb (1 Gb) Internet connection through CLIU 21

- High-speed Internet 2 connection through CLIU 21

- 1 GB full duplex ethernet between all buildings

- 220 TB Storage Area Network (SAN)

- Over 7000 networked devices

- Virtualized server and desktop environment

- District-wide energy management solutions

- Computer access in every room in all buildings

- Ratio of students to computers is 2:1

- Laptop computers for all teachers and professional staff

- Computers located in classrooms, labs and library

- Computer platform matches need. We use both Windows and Macintosh computers.

- More than 650 "intelligent classrooms" – all instructional areas – equipped with either an interactive whiteboard and projector or interactive whiteboard projector.

- Acer netbook or Google Chrome laptop carts in all buildings

- Cisco centrally managed wireless network (802.11n) in all buildings with plans to upgrade to the 802.11ac protocol in the Spring of 2014

Elementary Schools

- 5 computers per regular classroom

- Libraries/media centers are now "smart" classrooms equipped with a mobile computer lab and a class set of 30 Kindles for access to digital content; at the elementary level students may access books from home or school using the Follett eBook Library System

- Drop-in computer lab

- 2 iPod Touch carts in each building

- 3 mobile carts per building

- Special area computers for art, music, gifted, learning support

- Variety of applications that integrate technology into the curriculum (e.g. Compass Learning Odyssey, Scott-Foresman SuccessNet, STAR Reading Assessment Tool). Our elementary classrooms implemented a new literacy program, LEAD 21. LEAD 21 differentiates the content and the assessments used. A new math program has been purchased and will be implemented during the 2014-2015 school year. Go Math also has a strong differentiated component. Both resources have online components that are easily accessible to students. In addition to our core resources for literacy and math, we also use several research based intervention programs for reading.

Middle Schools

- 5 computers per regular classroom

- Drop-in computer lab

- 6 mobile carts per building

- Libraries/media centers are now "smart" classrooms equipped with a mobile computer lab and Kindles for access to digital content; at the secondary level students may access books from home or school using a service called OverDrive

- Classroom computer labs for Information Technology and Technology Education

- Special area computers for art, music, gifted, learning support and family consumer sciences

- Emphasis is on Information Technology and Project Lead the Way

- Software programs included Google Docs, Microsoft Office 2010, Read 180, Accelerated Reader, EduType, EasiTeach, and Study Island

- Lab-oriented classes are offered in each grade; projects from all curricular areas are integrated with information technology skills, with projects becoming progressively more challenging each year

High School

- 2-6 computers per regular classroom at high school level

- 13 computer labs at high school for art, business education, music, programming, technology education and [Project Lead the Way](#)

- Mini-labs for career resource room, science, broadcasting, special education, technology education, family & consumer sciences, and driver education

- Students use technology to participate in dual enrollment courses through a partnership with LCCC; online courses in World Languages (Arabic, Chinese, Japanese) are also supported

- Software programs include Google Docs, Microsoft Office 2010, Read 180, Accelerated Reader, EduType, My Access, EasiTeach, and Study Island

All schools have access to calculators, scanners, USB microscopes, a variety of mobile technologies. laptop computers, and Classroom Performance System (CPS) units. In addition, over the summer the technology department made significant upgrades to the network Storage Area Network (SAN), increasing the amount of storage space and also implementing a new software architecture called Virtual Desktop Infrastructure (VDI) that will allow students and staff to access both files and software (such as Microsoft Office) from home or school. It also helps provide a consistent menu of applications for students to use for classroom projects regardless of the device they are using. This new approach is part of our Open Campus initiative which allows students and staff to bring their personal devices to school, and to date we've had almost 2000 devices successfully register on the Open Campus network.

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.

Elementary Schools

- 5 computers per regular classroom

- Libraries/media centers are now "smart" classrooms equipped with a mobile computer lab and a class set of 30 Kindles for access to digital content; at the elementary level students may access books from home or school using the Follett eBook Library System

- Drop-in computer lab

- 2 iPod Touch carts in each building

- 3 mobile carts per building

- Special area computers for art, music, gifted, learning support

- Variety of applications that integrate technology into the curriculum (e.g. Compass Learning Odyssey, Scott-Foresman SuccessNet, STAR Reading Assessment Tool). Our elementary classrooms implemented a new literacy program, LEAD 21. LEAD 21 differentiates the content and the assessments used. A new math program has been purchased and will be implemented during the 2014-2015 school year. Go Math also has a strong differentiated component. Both resources have online components that are easily accessible to students. In addition to our core resources for literacy and math, we also use several research based intervention programs for reading.

- Over the next three years, our goal is to ensure all students have a personal learning device in order to access online curriculum resources and adaptive software.

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

This narrative is empty.

Middle Level

Material and Resources Characteristics	Status
Aligned and supportive of academic standards, progresses level to level and demonstrates relationships among fundamental concepts and skills	Developing
A robust supply of high quality aligned instructional materials and resources available	Needs Improvement
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	Developing

Provide explanation for processes used to ensure Accomplishment.

Middle Schools

- 5 computers per regular classroom

- Drop-in computer lab

- 6 mobile carts per building

- Classroom computer labs for Information Technology and Technology Education

- Libraries/media centers are now "smart" classrooms equipped with a mobile computer lab and Kindles for access to digital content; at the secondary level students may access books from home or school using a service called OverDrive

- Special area computers for art, music, gifted, learning support and family consumer sciences

- Emphasis is on Information Technology and [Project Lead the Way](#)

- Software programs included Google Docs, Microsoft Office 2010, Read 180, Accelerated Reader, EduType, EaisTeach, and Study Island

- Lab-oriented classes are offered in each grade; projects from all curricular areas are integrated with information technology skills, with projects becoming progressively more challenging each year.

In our middle schools, materials and resources are supportive of most standards and target the fundamental concepts and skills. Materials and resources are accessible to all teachers. All schools have access to calculators, scanners, USB microscopes, a variety of mobile technologies. laptop computers, and Classroom Performance System (CPS) units. In addition, over the summer the technology department made significant upgrades to the network Storage Area Network (SAN), increasing the amount of storage space and also implementing a new software architecture called Virtual Desktop Infrastructure (VDI) that will allow students and staff to access both files and software (such as Microsoft Office) from home or school. It also helps provide a consistent menu of applications for students to use for classroom projects regardless of the device they are using. This new approach is part of our Open Campus initiative which allows students and staff to bring their personal

devices to school, and to date we've had almost 2000 devices successfully register on the Open Campus network. Our goal is to ensure all students have access to a personal learning device over the next three years.

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

Although all students have access to the materials and resources, it is necessary to look at the current materials and resources and update older resources that do not include the rigor and challenge necessary to meet the PA Core Standards. In order to move forward with Blended Learning, we will be investigating materials and resources that have strong digital content to help support our teachers with the initiative and provide our students with updated, relevant materials and resources.The curriculum and technology departments and teachers are working to identify the gaps and supplement these gaps, but a review of the status of our materials and resources and updates to our materials and resources is needed. We plan to create a 5 year plan for updating our secondary materials and resources.

High School Level

Material and Resources Characteristics	Status
Aligned and supportive of academic standards, progresses level to level and demonstrates relationships among fundamental concepts and skills	Developing
A robust supply of high quality aligned instructional materials and resources available	Needs Improvement
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	Developing

Provide explanation for processes used to ensure Accomplishment.

High School

- 2-6 computers per regular classroom at high school level

- 13 computer labs at high school for art, business education, music, programming, technology education and Project Lead the Way

- 30 mobile carts for technology integration in the classroom

- Use of Kindles in the high school media center for student access to digital books

- Mini-labs for career resource room, science, broadcasting, special education, technology education, family & consumer sciences, and driver education

- Students use technology to participate in dual enrollment courses through a partnership with LCCC; online courses in World Languages (Arabic, Chinese, Japanese) are also supported.

- In our high school, materials and resources are supportive of most standards and target the fundamental concepts and skills. Materials and resources are accessible to all teachers.

- All schools have access to calculators, scanners, USB microscopes, a variety of mobile technologies. laptop computers, and Classroom Performance System (CPS) units. In addition, oer the summer the technology department made significant upgrades to the network Storage Area Network (SAN), increasing the amount of storage space and also implementing a new software architecture called Virtual Desktop Infrastructure (VDI) that will allow students and staff to access both files and software (such as Microsoft Office) from home or school. It also helps provide a consistent menu of applications for students to use for classroom projects regardless of the device they are using. This new approach is part of our Open Campus initiative which allows students and staff to bring their personal devices to school, and to date we've had almost 2000 devices successfully register on the Open Campus network. Our goal is to ensure all students have access to a personal learning device over the next three years.

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

  Although all students have access to the materials and resources, it is necessary to look at the current materials and resources and update older resources that do not include the rigor and challenge necessary to meet the PA Core Standards. In order to move forward with Blended Learning, we will be investigating materials and resources that have strong digital content to help support our teachers with the initiative and provide our students with updated, relevant materials and resources. The curriculum and technology departments and teachers are working to identify the gaps and supplement these gaps, but a review of the status of our materials and resources and updates to our materials and resources is needed. We plan to create a 5 year plan for updating our secondary materials and resources.

SAS Incorporation

Elementary Education-Primary Level

Standards	Status
Arts and Humanities	Implemented in 50% or more of district classrooms
Career Education and Work	Implemented in 50% or more of district classrooms
Civics and Government	Implemented in 50% or more of district classrooms
Common Core Standards: English Language Arts	Full Implementation
Common Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Full Implementation
Common Core Standards: Mathematics	Full Implementation
Economics	Implemented in 50% or more of district classrooms
Environment and Ecology	Implemented in 50% or more of district classrooms
Family and Consumer Sciences	Implemented in 50% or more of district classrooms
Geography	Implemented in 50% or more of district classrooms
Health, Safety and Physical Education	Full Implementation
History	Implemented in 50% or more of district classrooms
Science and Technology and Engineering Education	Full Implementation
Alternate Academic Content Standards for Math	Implemented in 50% or more of district

	classrooms
Alternate Academic Content Standards for Reading	Implemented in 50% or more of district classrooms
American School Counselor Association for Students	Implemented in 50% or more of district classrooms
Early Childhood Education: Infant-Toddler; Second Grade	Implemented in 50% or more of district classrooms
English Language Proficiency	Implemented in 50% or more of district classrooms
Interpersonal Skills	Implemented in 50% or more of district classrooms
School Climate	Implemented in 50% or more of district classrooms

Further explanation for columns selected "

This narrative is empty.

Elementary Education-Intermediate Level

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

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

Further explanation for columns selected"

This narrative is empty.

Middle Level

Standards	Status
Arts and Humanities	Implemented in 50% or more of district classrooms
Career Education and Work	Implemented in 50% or more of district classrooms
Civics and Government	Implemented in 50% or more of district classrooms
Common Core Standards: English Language Arts	Full Implementation
Common Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Full Implementation
Common Core Standards: Mathematics	Full Implementation
Economics	Implemented in 50% or more of district classrooms
Environment and Ecology	Full Implementation
Family and Consumer Sciences	Implemented in 50% or more of district classrooms
Geography	Implemented in 50% or more of district classrooms
Health, Safety and Physical Education	Full Implementation
History	Implemented in 50% or more of district classrooms
Science and Technology and Engineering Education	Full Implementation
Alternate Academic Content Standards for Math	Implemented in 50% or more of district classrooms
Alternate Academic Content Standards for Reading	Implemented in 50% or more of district

	classrooms
American School Counselor Association for Students	Implemented in 50% or more of district classrooms
English Language Proficiency	Implemented in 50% or more of district classrooms
Interpersonal Skills	Implemented in 50% or more of district classrooms
School Climate	Implemented in 50% or more of district classrooms
World Language	Implemented in 50% or more of district classrooms

Further explanation for columns selected "

This narrative is empty.

High School Level

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

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

Further explanation for columns selected "

This narrative is empty.

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.

In Parkland school district we have a strong professional development program, offering over 300 academies for teachers per school year. Teachers have opportunities to take graduate level courses or participate in conferences, IU courses or Parkland Academy classes. We have many administrators in Parkland that were teachers first. We encourage and provide support for teacher leaders who are interested in leadership roles. Regular education teachers and teachers of gifted are provided with formative assessments to adjust their instruction. In addition strategies to increase the student's depth of knowledge are integrated in all academic areas.

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

One of the areas we feel we could improve upon is professional education in the area of interventions for struggling students. We have started this process and have a data driven process in place for our elementary schools that focuses on data and grouping students based on progress monitoring data. The main focus has been elementary, particularly primary since this is the prime time to intervene when a student is struggling. However, we realize intervention is necessary at all levels and currently provide opportunities for students to get the additional help when needed. The area for improvement includes providing teachers and administrators the professional education to better understand the resources and strategies needed to target student needs and differentiate instruction based on these needs.

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.
- 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).

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

Professional development is typically focused on new initiatives and needs expressed by teachers and administrators via a needs assessment and focused discussions at the school and district level. Data driven discussions take place at all levels where teachers use student data to determine needs and come up with strategies for improvement. District wide data is also analyzed to determine district trends and provide professional education that targets the determined ares of need. Administrators attend professional education opportunities or receive the information in leadership meetings. Administrators monitor new initiatives and focused areas of professional development via observations and walkthroughs.

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

An area of need identified is the evaluation of professional education to evaluate the overall effectiveness of the professional development initiative. To address this need, a tool will be developed to help leaders determine if a particular professional development opportunity produced the results anticipated and truly impacts teaching practices and student learning. Components of the tool may include, student achievement data, principal observations and walkthroughs following up on the professional development initiative. Another area for improvement is putting a systemic process in place to validate whether or not providers or teachers leading professional development academies have the capacity to present quality professional development. In order to accomplish this task, a pre-planning form will be developed for any offerings for professional development and approved by an administrator prior to the event.

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.

Each inductee participates in 6 days (36 hours) of orientation in August. The mentor teacher joins the inductee for portions of the 6 days. Inductees have the opportunity to attend monthly new teacher study groups and meets regularly with the mentor teacher. Both the inductee and the mentor teacher receive a Teacher Induction Plan guide and program documents that require completion and submission to the building principal by May 30th.

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 supervisor to identify needs.

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

- Student PSSA data.

- Standardized student assessment data other than the PSSA.

- Classroom assessment data (Formative & Summative).

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

- Review of inductee lesson plans.

- Review of written reports summarizing instructional activity.

- Submission of inductee portfolio.

- Knowledge of successful research-based instructional models.

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

Administrators at the building level spend time with new teachers by frequent observations, including walkthroughs; lesson plans are reviewed periodically throughout the school year. Through these observations, principals use the information to have focused conversations with teachers to help summarize the instructional activity and provide feedback. Mentor teachers and inductees meet at least once a month to discuss instructional practices and discuss any needs or questions the inductee may have. Through meetings with the mentor teacher or through collaborative planning meetings, inductees become very familiar with their student data and use it to guide instruction. The monthly teacher study group sessions focus on research based instructional needs, to help build the inductees repertoire of effective instructional practices. Inductees have an opportunity to evaluate the program at the end of the year and submit that information to the district induction council. All program documents are submitted as the inductee portfolio and reviewed yearly.

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

Although visits to the mentor teacher classroom by the inductee or visits to the inductee classroom by the mentor teacher are occurring in small pockets, we would like to strengthen this part of the New Teacher Induction program. Through a more supportive mentor program, these expectations can be laid out from the start. Conversations with the building principals will encourage them to support this aspect of induction and provide the necessary coverage to accomplish this goal.

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 and inductees must have compatible schedules so that they can meet regularly.

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

The Human Resource Department works with the building principals to identify mentor teachers who meet specific qualifications. A list of qualifications for the mentor teacher is listed in the New Teacher Induction guide.

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

Plans need to be put in place to provide more support and guidance to the mentor teachers, so they can better support the new teachers. It is necessary to re-visit the role of a mentor teacher so all requirements and expectations of a mentor teacher are understood by all stakeholders. This can be accomplished by offering a mentor teacher orientation yearly and require mentor teachers to attend the session. In addition, a mid-year check in meeting with the mentor teachers will help ensure the mentor teachers are regularly meeting with the new teachers and will offer support to the mentor teachers.

Induction Program Timeline

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

If necessary, provide further explanation.

Mentor teachers meet with their new teacher at least one time per month. A list of topics, by month, is given to the teachers as a guide for discussion. In addition, new teachers attend study groups monthly that focus on effective instructional strategies.

Monitoring Evaluating and Induction Program

Identify the procedures for monitoring and evaluating the Induction program.

The district induction council conducts an evaluation of the induction program at the end of each school year. The evaluation is based on the records of participation and program completion. The new teacher, the mentor teacher, and the building administrator complete a Program Assessment document and submit it to the district coordinator. The information gained from these documents, help inform the evaluation. In addition to the program assessment, all parties must complete and/ or sign off on the Verification of Program completion. This document includes dates of monthly mentor and inductee meetings, participation in the New Teacher Study Groups, and participation in district professional development offerings, attendance at school and community events, participation in the focused observation model of differentiated supervision, and new teacher participation in classroom visits to the mentor teacher's classroom or other teacher's classrooms.

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 Administrator on the Application for Level 2 Certification.

Special Education

Special Education Students

Total students identified: **1456**

Identification Method

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

Parkland School District follows federal and state regulatory guidelines in assessing students with disabilities. Typically a student is referred through the Response to Instruction and Intervention (RtII) team at the elementary level and the Child Study team at the secondary level. This pre-referral service provides the team with the opportunity to provide direct intervention to students in the regular education setting while collecting educational data. Parkland also utilizes various screening assessments (such as STAR universal screener at the elementary level, the Otis Lennon School Abilities test, math probes, and written expression probes) with regular education students during the course of the school year to assess academic progress. Students in need of instructional intervention are identified in this manner and regular education interventions are implemented. Periodic monitoring is provided to evaluate the students' progress. If progress is insufficient, the RtII team refers the student to the Multidisciplinary Evaluation (MDE) team. The MDE team completes an evaluation to assess if a student has a disability and to assess a student's need for special education services.

In addition to RtII team referrals, parents and school staff are also able to request an evaluation by the MDE team. The evaluation process commences upon the receipt of written permission of the student's parent/guardian. The school psychologist coordinates and oversees the evaluation process. The MDE team may consist of the school psychologist, school counselor, nurse, reading specialist, special education teacher, regular education teacher, related service providers, the parent/guardian, and when appropriate the student. The team completes the evaluation by collecting data and

administering assessments. The MDE may include the following: a review of records, cognitive assessments, achievement testing, curriculum based assessments, classroom observations, parent and teacher feedback, and related service evaluations.

With regard to identifying various disabilities the MDE team utilizes the regulatory criteria established for the 13 recognized exceptionalities. For the identification of a Specific Learning Disability, the MDE team will need to conclude that there exists a severe discrepancy between the student's intellectual ability and academic achievement that is not the result of other factors such as visual, hearing, or motor disabilities, of mental retardation, of an emotional disturbance, or of environmental, cultural, or economic disadvantage. The MDE considers two questions: A) Does the student have a disability? And B) Does the student require specially designed instruction?

The MDE process adheres to timelines as established by federal and state laws. Since July 1, 2008, guidelines require that the process will be completed within 60 calendar days (not including summer vacation days). Upon completion, the parent is provided a copy of the Evaluation Report (ER). If the student is identified as a child with a disability who is in need of specially designed instruction, the ER is also forwarded to the Individual Education Planning (IEP) team to formulate an IEP based upon the student's strengths and needs that are documented in the ER.

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

On the 2011-2012 Special Education Data Report, the Parkland School District reported a total special education enrollment of 1,456 students, or 15.1% of the total enrollment of 9,641. This is proportionate to the state average of 15.2% special education enrollment. Below are district percentages of special education enrollment by disability, as they compare to state averages.

Autism: 7.8% PSD, 7.9% PA
Deaf-Blindness: --- PSD, 0% PA
Emotional Disturbance: 4.0% PSD, 8.6% PA
Hearing Impairment Including Deafness: 1.6% PSD, 1.0% PA
Intellectual Disability: 3.6% PSD, 7.1% PA
Multiple Disabilities: 1.5% PSD, 1.1% PA
Orthopedic Impairment: 9.5% PSD, 10.1% PA
Other Health Impairment: 9.5% PSD, 10.1% PA
Speech and Language Impairment: 19.4% PSD, 16.2% PA

Specific Learning Disability: 51.6% PSD, 46.9% PA

Traumatic Brain Injury: --- PSD, .3% PA

Visual Impairment Including Blindness: --- PSD, 0.4% PA

Despite disproportionalities between state and district percentages, the district is confident in the qualification of its school psychologists and the validity of its identification process. Any disproportionalities reported are thought to be a reflection of the community populations that comprise the district, and not an issue of identification. Special education administrators will continue to monitor the evaluation and identification process to be sure that multi-disciplinary teams are following all procedures for accurate identification of students in these categories.

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?

1. Parkland School District acknowledges its obligation to educate students who reside in its geographic area, including all students living in group homes. PSD maintains a cooperative relationship with agencies, including ongoing communication with individual caseworkers to ensure an open and collaborative working relationship. When a new 1306 facility moves into our district, we initially set up a meeting to introduce the necessary people to ensure and smooth flow of information. We make sure that the staff members of the 1306 facility understand our registration procedures and what information is required for that registration process. We have made a concerted effort to establish a positive relationship with all agency members, including case managers, therapists, and supervisors of any of our 1306 facilities.

2. Each student is required to register when they are placed as a 1306 student. Again, PSD works in close collaboration with caseworkers and agencies to ensure a smooth and seamless a process, to the maximum extent possible. If a non-resident student has an IEP, we immediately request records and review to determine the most appropriate placement in the least restrictive environment possible, according to the student's individual need. Because we have worked so closely with our 1306 agencies, they often have already gathered the information/records that we need to provide the most appropriate program for each student.   Once the student is enrolled and begins attending an educational program, ongoing communication between parent, foster home, agency and district ensures that all parties are aware of the student's progress.

3. Obtaining complete educational records continues to be an ongoing difficulty with Section 306 students, perhaps due to the transient nature of this unique population. It is not uncommon for an agency to have an incomplete educational placement, which can slow down the process. We have certainly made strides in this area, but complete records continue to be difficult to obtain. Also, information regarding who has educational rights can be difficult to determine. Many of these students have multiple court orders and it can be a daunting task to weed through these legal documents to make a determination regarding parental rights. At times, when the parent still

has educational rights, it can be difficult to locate the parent to participate and/or sign the legal paperwork necessary for programming, evaluation, and permission to begin a special education program.

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).

All incarcerated students with disabilities receive a free and appropriate public education (FAPE) through individualized services in the least restrictive environment (LRE) to the maximum extent appropriate. Students who are thought to be exceptional are evaluated by a certified school psychologist through the multi-disciplinary process. If the student is found to be exceptional, an Individual Education Plan is developed in accordance to Chapter 14 regulations. Students incarcerated by the juvenile court system and placed at the Allentown Secure Treatment Unit, or the Youth Forestry Camp #2, are provided the same rights and procedures afforded to students who are educated within the regular school setting, including evaluations, parent permissions, IEPs, related and special services. Program options are available to meet each student's least restrictive environment, based on individual needs. Both institutions mentioned herein have participated successfully in compliance monitoring.

Students placed at the Lehigh County Detention Center receive free public education services throughout their stay. However, the lack of records sent to the detention center from school districts, makes it difficult to initially determine appropriate support. To address this issue, all students are pre-tested. Nevertheless, because students can be appointed to the center for as little as one day, contingent upon their various hearings and legal appointments, it is very typical for them to leave before any post-testing is able to take place. When students are released, a transcript is developed and sent to the home school district. It should be noted that the district has recently received notice that the Lehigh County Detention Center will be closing in March of 2014. Until this happens, the district will maintain its support of the facility.

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.

    1. PSD makes every attempt to educate, to the maximum extent appropriate, children in the least restrictive environment (LRE). According to the 2011-12 Special Education Data Report, 63.9% of PSD students are educated inside the regular classroom for more than 80% of the school day, as compared to a state average of 62%. Only 4.3% of students are in regular classes for less than 40% of the school day, compared to a state average of 9.2%. Finally, we have a very small percentage (1.2%) in other settings.
       To ensure a student's least restrictive environment, IEP teams must consider all supplementary aids and services that may enable the student to make meaningful progress on his/her IEP goals alongside his/her peers without disabilities. These supplementary aids and services, along with a consideration of any possible harmful effects of inclusion within the general education setting, are used to determine the most appropriate setting for each individual child. It should be noted that these careful considerations ensure that LRE requirements are fulfilled, even when it is determined that a student would benefit from time outside of the general education environment and setting.

       The Parkland School District has two consultants who provide support and training to teams to ensure that students are educated in their neighborhood schools and within the general education classroom to the maximum extent appropriate. An Autistic Support Consultant works with teams that provide support to students on the Autism Spectrum, and a Behavior Specialist works with teams to assist with students with behavioral difficulties. This model has provided our staff with professional development, site-based training, consultation and technical assistance. Along with on-site opportunities for professional development, the Parkland School District regularly participates training sessions offered by PDE/PaTTAN through the Carbon Lehigh Intermediate Unit (CLIU), as well our own school district. Most recently, the district has participated in PATTAN and IU training for School-wide Behavior Supports and Standards Aligned Systems.

    2. The Parkland School District special education programs offer evidence-based models of support. Our Co-teaching model at the high school, for example, has been renowned throughout the state as we frequently host site-based training for other districts within the Commonwealth. In addition to this model, PSD works collaboratively with the CLIU and offers a continuum of services to meet the needs of all of our students.
       Additionally, PSD continues training and implementation of the response to instruction and intervention (RTII) initiative. This model works through the

philosophical framework that students should be supported and monitored through strategic levels of differentiation of instruction within in the regular education environment. Progress monitoring data is used to move students unilaterally through a tiered system of general education support. Students who do not respond to intervention at one tier, move to a more intensive tier. All elementary level administrators and staff members have participated in extensive training in using research-based universal screener and progress monitoring tool.

At the intermediate and secondary levels, PSD incorporates grade level teams, child study teams and student support teams that intervene with at risk students while keeping them in the general education curriculum. If a student requires a multi-disciplinary evaluation, our school based team conducts evaluations to eligibility for special education supports and services. Additionally a data tracking system exists to monitor and report disciplinary and attendance issues.

List of Supplementary Aids and Services
used that allow students with disabilities to be successful in the general education curriculum

1. Small group instruction in a therapy setting.

2. Individual instruction in a therapy setting.

3. The clinician will offer positive reinforcement, including verbal praise and opportunities for tangible items through an established reward system.

4. The clinician will provide the student with models of target behaviors.

5. The clinician will provide the student with auditory/visual/physical/tactile cues and prompts to elicit target behaviors.

6. The student will practice target behaviors with direct monitoring from the clinician.

7. The clinician will offer repetition and rephrasing of directions and questions.

8. The clinician will offer rephrasing of curriculum material to aid comprehension.

9. The student will use a mirror for visual feedback of target skills/behaviors.

10. The student will be videotaped and will be given opportunity to review the tapes with the clinician to identify and assess target behaviors/skills.

11. The student will use a tape recorder to record and review target skills.

12. The clinician will provide the student with graphic organizers and diagrams to aid comprehension of content material.

13. The student will participate in oral motor activities as directed by the clinician to develop strength, endurance, and coordination of oral structures and functions.

14. The student will be provided with homework assignments to reinforce target skills addressed in the therapy setting.

15. The student will be provided with opportunities for computer assisted instruction.

16. The student will be provided with opportunities and guidance to self-evaluate target skills.

17. The student will be provided with low-tech augmentative communication materials/equipment to participate/communicate in the classroom.

18. The student will be provided with high-tech augmentative communication equipment to participate/communicate in the classroom.

19. The student will be provided with pictures and/or icons to aid comprehension of content material.

20. The student will be provided with manipulatives to practice target skills.

21. The student will be provided with ongoing exploration of assistive technology equipment/materials to augment current communication skills.

22. During the first two weeks of the new school year, services will be provided through a consultative model to develop an instructional plan for the year.

23. Personal Care Assistance in the areas of hygiene and self-care skills.

24. Personal Care Assistance for behavior and/or safety awareness.

25. Personal Care Assistance is required to monitor incidence and prevalence of medical health-related conditions.

26. Personal Care Assistance is required for feeding.

27. Personal Care Assistance is required to supervise activities of daily living skills such as community based instruction and self-help skills.

28. Personal Care Assistance is required to assist in daily communication and/or to adapt activities to meet student's physical and/or mental needs.

29. Shortened writing assignments to match student ability

30. Test questions read aloud (excluding reading assessments that have been adapted for the student)

31. Assignments read aloud

32. Math word problems read aloud

33. Extended time for assignments (for as long as the student remains engaged and on-task and is not at frustration)

34. Extended time for assessments (for as long as the student remains engaged and on-task and is not at frustration)

35. Assignments shortened so the student can reasonably finish within the standard allotted time for students without disabilities

36. Assessments shortened so the student can reasonably finish within the standard allotted time for students without disabilities

37. Scribe assessment responses

38. Transcribe assessment responses

39. Modified assignments/Assessments to match student's independent level

40. Assignments and assessments not to be graded for spelling errors (with the exception of spelling assessments)

41. Availability of small group testing

42. Daily communication book

43. Advance notice of changes in schedule or routine.

44. Positive Behavior Support Plan, including daily monitoring of behavior

45. Weekly progress reports will be sent home

46. Verbal and/or non-verbal cueing to help the student remain on-task

47. Verbal and/or non-verbal cue that a new task is about to begin

48. The student utilizes a signal when they feel frustrated and need a break.

49. The student should be allowed to go to the Emotional Support/guidance Room when needed.

50. Mobilizing school and community resources related to a student's medical/mental health status to enable maximum benefit from his/her educational program.

51. Positive reinforcement including verbal and/or tangible reward for appropriate behavior

52. Availability of calming area/room for staff directed or student requested break before returning to the task at hand

53. Opportunities for assistance with organization

54. Assignment book checked by staff

55. An extra set of textbooks to be used at home

56. Daily check-in/check-out with staff member to review behavioral goals and progress

57. Agenda checked for all subject areas

58. Replacement curriculum in the areas of (add subject areas)

59. Model instruction when a new task/skill introduced. Repeat modeling as necessary

60. Opportunities for repeated drill and practice

61. Provide extended wait time for the student to respond

62. Opportunities for test preparation and review

63. Shortened/chunked directions

64. Chunked assignments to match student ability

65. Small group instruction in a therapy setting.

66. Ask the student to repeat directions when a new skill/activity is introduced and for activities that are not yet mastered

67. Ask student to summarize information when new material is presented

68. A multisensory approach to handwriting.

69. Modified vocabulary curriculum

70. Opportunities for assistance with homework

71. Community based instruction

72. Use errorless teaching methods

73. Use backward chaining when teaching self-help skills according to the task analysis (target and require independence in the execution of the last step of the sequence first)

74. Utilize natural environment training and intensive teaching contexts.

75. Supplemental activities will be provided to encourage higher level thinking designed to promote enrichment.

76. Differentiated modalities of instruction.

77. Exposure to problem solving processes.

78. Opportunities for assistance with organization

79. Assignment book checked by staff

80. An extra set of textbooks to be used at home

81. Daily check-in/check-out with staff member to review organization

82. Agenda checked for all subject areas

83. Preferential seating to decrease/eliminate the impeded learning of others

84. Preferential seating near responsible peers

85. Preferential seating away from distractions

86. Sensory strategies/diet will be utilized, including (specify examples)

87. Movement breaks for sensory needs

88. Non-distracting fidget item

89. Provide a copy of class notes

90. Provide student with skeletal outlines, highlighting critical features and essential vocabulary for all content areas.

91. Provide study guides for assessments

92. Graphic organizers for writing assignments

93. Graphic organizers for open-ended math problems

94. Oral directions should be accompanied by written directions for new skills/activities, or skills/activities that are not yet mastered

95. Provide student with key point and summary of lesson

96. Visual supports such as pictures, charts, maps, or overheads should accompany auditory presentations.

97. Provide the student with ready-made checklist/pictures of the required steps involved in a procedure.

98. A sample for solving problems will be provided in math class.

99. Opportunity for computer assisted instruction.

100. Audio books

101. Availability of computer for writing assignments

102. Use of calculator for math assignments

103. Use of a calculator, when basic mathematics concepts are not being assessed

104. Use 2 and 3D exemplars to insure generalization.

105. Use of manipulatives for math instruction and practice

3. Examining the most recent Special Education Data Report and the SPP targets included in Indicator 5 shows that the Parkland School District narrowly missed the 65% target for children included in the regular education setting for 80% or more of the school day, with a percentage of 63.9%. However, it should be noted that the 2011/12 school year was the first year that PSD did not meet this target. The district sees indicator 5 as an ongoing goal and always will continue to make LRE a high priority. The ever-growing RTII model will hopeful assist in accomplishing this goal.

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 Parkland School District has a formal policy on Suspension and Expulsion of students, in accordance with Pennsylvania state laws, and provides parameters for suspensions and expulsions with necessary due process rights delineated. An informal hearing is provided in any suspension exceeding three school days. The policy (policy #233) recognizes that suspension and expulsion of special education students is governed by the Individuals With Disabilities Education Act (IDEA), and relevant state regulations and was last revised on June 24, 2008. The Parkland School District also directly addresses the Discipline of Students with Disabilities which is reflected in policy number 113.1 and was last revised on December 3, 2013.

The elementary level staff has received training from the CLIU on developing a School Wide Positive Behavior program (SWPB). Each elementary school has developed behavioral expectations for several geographic areas, including the classroom, hallway, cafeteria, bathrooms, bus and playground. At the start of the school year, students are taught about the expectations in each area. Students are also taught that every action has a consequence and that making a good choice will keep them out of trouble. Once they have been taught about

good choices, the staff then recognizes positive behavior through different methods. Each staff member, along with the bus drivers, look for positive behaviors and are trained to provide immediate positive reinforcement for exceptional citizenship.
In the event that a student has trouble with his or her behavior, the SWPB program includes a behavior intervention process to help students manage their behavior. Typically, the need for intervention is evidenced by repeated office discipline referrals in short periods of time. A student who is struggling can receive booster lessons on the expectations. In addition, individual incentive plans can be developed to address a student's specific behavior. Additional staff members, such as guidance counselors, can provide small group or individual instruction on coping skills, decision-making, and thinking before making a choice.

Building on the success of the SWPB program, the district plans to extend its principals and key components to the intermediate and secondary levels.
For crisis situations that threaten immediate, staff members from each building and level are trained in verbal and physical de-escalation strategies through a program called Crisis Prevention Intervention (CPI). CPI training is offered at least twice each school year with mandatory participation required of special education staff. Additionally, the district has invested in training staff members to become certified CPI trainers.

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.

4. The Parkland School District works very closely with county agencies, the Carbon Lehigh Intermediate Unit, and private providers to collaboratively develop plans for students and their families. If there were a student for whom we were having difficulty programming for, the district would contact the CLIU and any county or private agencies involved with the student. Additionally, when appropriate, PSD would contact the Lehigh County CASSP coordinator to help facilitate a working relationship between all parties and agencies. The district would be an active member of the interagency team to help build an appropriate program for a difficult to place child. A meeting, or series of meetings, would be scheduled to bring all parties together to discuss the issues.

5. PSD also works regularly with the Office of Developmental Disabilities, Lehigh County Mental Health Agency, Child Protective Services, juvenile probation, and drug and alcohol treatment agencies. IEP teams and SAP coordination assists when students are identified with multiple issues. If a student requires treatment in addition to education, the district attempts to identify programming needs first and then work cooperatively with various providers to look for appropriate funding streams.

6. Parkland's contact with the various agencies has resulted in an increased awareness of the need for staff development opportunities for our professionals. When a need is identified, the district will readily contact agencies to provide training and assist in developing additional program capacities. Children and Youth Services for example, has facilitated a presentation to the staff regarding the school's obligation to report incidents of child abuse, as well as how general protective services can be utilized to answer questions regarding the safety and welfare of students.
Parkland has also invested in employing two district-wide consultants to work with teams in dealing with students on the Autism Spectrum and behavioral disorders. Our Autistic support and behavioral consultants have been a vital resource to support to teams that are struggling with more significant needs while maintaining our LRE requirements.

   On an individual basis, behavioral health providers are invited to schools to share their expertise with regards to strategies for assisting students who may have behavioral needs. A behavioral specialist may provide additional resources for the schools and families to consider as we program for these challenging youths. Additionally, a Home and School visitor may act as a liaison between county agencies, service providers, the family, and the district.

7. The Parkland School District continuously examines its special education population and plans for trends/needs that change over time. For example, PSD has been discussing a possible need for additional supports for students on the Autism Spectrum.

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.

In a recent Comprehensive Planning committee meeting, including parent, teacher, and administrator representatives, strengths and highlights of the special education department were discussed in great detail. The following areas were noted.

1. Least Restrictive Environment (LRE) - the district's ability to balance between quality programming and meaningful inclusive experiences was highlighted.   It was noted that PSD includes students with disabilities in the general education setting and curriculum to the maximum extent appropriate, but not at the detriment to quality services and programs.   A parent brought up the excellent point that Least Restrictive Environment (LRE) is often mistaken to mean the same thing for every child when, in fact, what may seem restrictive to one, may be her child's LRE. The committee noted the district's adeptness in individually identify LRE.

2. Partnership with Lehigh Carbon Community College (LCCC) – the district is currently involved in year 2 of an extremely successful mentoring program that partners Parkland High School students with significant disabilities with LCCC mentors who are enrolled in education courses. The mutually beneficial partnership aims to provide and authentic college experience to PHS students, on the LCCC campus, while offering an invaluable hands-on experience to college students who wish to enter the education profession.

3. Peer Assisted Learning Support (PALS) - the PALS program pairs students without disabilities with students with disabilities to assist with academics and strengthen social skills

4. Elementary Teacher Education Program (ETEP) - ETEP provides opportunities for Parkland High School Students who are planning to pursue education as a career to visit elementary schools and assist in classrooms. The possibility of a comparable program for students who are interested in special education, specifically, is currently being discussed.

5. Transition support – while the district employs measures to assure successful succession from one grade level to the next, extra care and assistance is employed during grade level advancements that involve a change in building, such Kindergarten to grade 1; grade 5 to grade 6; and grade 8 to grade 9. These years involve parent and team meetings, building visitations, and any other supports necessary given individual student needs. The procedures are revisited each year and adjusted as needed to ensure as seamless a transition as possible.

6. Child Find Procedures – with a growing RtII model at the elementary level, regular data meetings at the secondary levels, research-based progress monitoring tools, as well as procedures in place to monitor attendance and respond to parent requests, the district's ability to properly find and identify children in need of support is seen as a strength.

7. Quality Support Staff – the Parkland School District is fortunate to employ an excellent pool of paraprofessionals and teaching assistance, all of whom maintain Highly Qualified status, and many of whom hold valid PA instructional certificates. The relatively low rate of turnover among this group attributes directly to their success.

8. Staff Development – the special education department offers many traditional and non-traditional training opportunities for staff, faculty, and parents. Sessions are frequently offered after school hours, as well as via technology, such as in webcast of online video format, in to maximize flexibility and potential reach. Additionally, monthly special education meetings at each school provide special education administrators the opportunity to train staff members on new items and reinforce previously discussed items. The district recognizes the need to continuously look at staff development for areas of improvement.

Assurances

Safe and Supportive Schools Assurances

The LEA has verified the following Assurances:

- Implementation of a comprehensive and integrated K-12 program of student services based on the needs of its students. (in compliance with § 12.41(a))

- Free Education and Attendance (in compliance with § 12.1)

- School Rules (in compliance with § 12.3)

- Collection, maintenance and dissemination of student records (in compliance § 12.31(a) and § 12.32)

- Discrimination (in compliance with § 12.4)

- Corporal Punishment (in compliance with § 12.5)

- Exclusion from School, Classes, Hearings (in compliance with § 12.6, § 12.7, § 12.8)

- Freedom of Expression (in compliance with § 12.9)

- Flag Salute and Pledge of Allegiance (in compliance with § 12.10)

- Hair and Dress (in compliance with § 12.11)

- Confidential Communications (in compliance with § 12.12)

- Searches (in compliance with § 12.14)

- Emergency Care and Administration of Medication and Treatment (in compliance with 35 P.S. § 780-101—780-144)

- Parents or guardians are informed regarding individual survey student assessments and provided a process for refusal to participate (consistent with § 445 of the General Education Provisions Act (20 U.S.C.A. § 1232h) and in compliance with § 12.41(d))

- Persons delivering student services shall be specifically licensed or certified as required by statute or regulation (in compliance with § 12.41(e))

- Development and Implementation of Local Wellness Program (in compliance with Public Law 108-265, Section 204)

- Early Intervention Services System Act (if applicable) (11 P.S. § 875-101—875-503)

- Establishment and Implementation of Student Assistance Programs at all of levels of the school system

- Acceptable Use Policy for Technology Resources

- Providing career information and assessments so that students and parents or guardians might become aware of the world of work and career options available.

Special Education Assurances

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

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

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

- Assurances of students with disabilities are included in general education programs and extracurricular and non-academic programs and activities to the maximum extent appropriate in accordance with an Individualized Education Program.

- Compliance with the PA Department of Education, Bureau of Special Education's report revision notice process.

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

- Assurance of funds received through participation in the medical assistance reimbursement program, ACCESS, will be used to enhance or expand the current level of services and programs provided to students with disabilities in this local education agency.

24 P.S. §1306 and §1306.2 Facilities

Facility Name	Facility Type	Services Provided By	Student Count
Valley Youth House / PATHS Group Home	Nonresident	Parkland School District	5
KidsPeace	Nonresident	KidsPeace	195
Lehigh County Detention Center	Incarcerated	Carbon Lehigh Intermediate Unit	9

Least Restrictive Environment Facilities

Facility Name	Type of Facility	Type of Service	# of Students Placed
Catasauqua High School	Neighboring School Districts	Multiple Disabilities	3
Catasauqua Middle School	Neighboring School Districts	Multiple Disabilities	1
Weisenberg Elementary School	Neighboring School Districts	Multiple Disabilities	5
Northern Lehigh Middle School	Neighboring School Districts	Multiple Disabilities	1
Northern Lehigh High School	Neighboring School Districts	Multiple Disabilities	1
Lehigh County Government Facility	Other	Life Skills - Project Search	4
Good Shepherd Hospital	Other	Life Skills - Project Search	1
Cedarbrook Nursing Home	Other	Life Skills - Project Search	1
Lower Macungie Middle School	Neighboring School Districts	Life Skills	1
Whitehall Middle School	Neighboring School Districts	Life Skills	1
Zephyr Elementary School	Neighboring School Districts	Life SKills	1
Enhanced Autism	Special Education Centers	Multiple Disabilities	1
Southern Lehigh High School	Neighboring School Districts	Emotional Support	2
Lehigh Learning and Achievement School	Special Education Centers	Emotional Support	6
Allentown Center Learning and Achievement School	Special Education Centers	Emotional Support	1
Carbon Learning and Adjustment School	Special Education Centers	Emotional Support	1
Behavioral Health Associates	Other	Learnng Support	1
Western PA School for the Deaf	Approved Private Schools	Deaf/Hard of Hearing	2

Special Education Program Profile

Program Position #1 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class and Position

Implementation Date: September 2, 2014

Average square feet in regular classrooms: 800 sq. ft.

Square footage of this classroom: 825 sq. ft. (25 feet long x 33 feet wide)

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Cetronia Elementary School	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	7 to 7	1	0.5
Cetronia Elementary School	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	7 to 10	9	0.5

Program Position #2

Operator: School District

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Parkland High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Emotional Support	14 to 18	5	0.5
Parkland 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 18	10	0.5

Program Position #3

Operator: School District

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Schnecksville Elementary School	An Elementary School Building	A building in which General Education programs are operated	Full-Time Special Education Class	Emotional Support	6 to 9	5	0.75
Schnecksville Elementary School	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Emotional Support	6 to 7	1	0.25

Program Position #4

Operator: School District

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Cetronia Elementary School	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	6 to 9	5	0.5
Cetronia Elementary School	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	6 to 9	6	0.5

Program Position #5

Operator: School District

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Cetronia Elementary School	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	10 to 11	4	0.5
Cetronia Elementary School	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	10 to 11	5	0.5

Program Position #6

Operator: School District

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Cetronia Elementary School	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	9 to 10	8	0.5
Cetronia Elementary School	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	9 to 10	4	0.5

Program Position #7

Operator: School District

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Fogelsville Elementary School	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	10 to 11	8	0.5
Fogelsville Elementary	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	5	0.5

Program Position #8

Operator: School District

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Fogelsville Elementary	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	8 to 10	4	0.25
Fogelsville Elementary School	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	8 to 10	12	0.75

Program Position #9

Operator: School District

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Fogelsville Elementary School	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	5 to 8	4	0.5
Fogelsville Elementary School	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	5 to 8	9	0.5

Program Position #10

Operator: School District

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Jaindl Elementary School	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	6 to 9	4	0.5
Jaindle Elementary School	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	6 to 9	9	0.5

Program Position #11

Operator: School District

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Jaindl Elementary School	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	9 to 12	11	0.5
Jaindl Elementary	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 10	5	0.5

Program Position #12
Operator: School District
PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Jaindl Elementary	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	8 to 9	3	0.25
Jaindl Elementary	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 10	12	0.75

Program Position #13
Operator: School District
PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Ironton Elementary	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	9 to 11	8	0.5
Ironton Elementary	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	8	0.5

Program Position #14
Operator: School District
PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Ironton Elementary	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	7 to 9	3	0.25
Ironton Elementary	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	5 to 10	8	0.75
Justification: Students are case managed by the same teacher, but not instructed outside of a 3 year age range.							

Program Position #15

Operator: School District

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Kernsville	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	8 to 10	2	0.25
Kernsville	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	8 to 10	10	0.75

Program Position #16

Operator: School District

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Kernsville	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	9 to 11	3	0.25
Kernsville	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	10	0.75

Program Position #17 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class and Position

Implementation Date: September 2, 2014

Average square feet in regular classrooms: 890 sq. ft.

Square footage of this classroom: 884 sq. ft. (26 feet long x 34 feet wide)

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Kernsville	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	8 to 10	5	0.5
Kernsville	An Elementary School Building	A building in which General Education programs are operated	Full-Time Special Education Class	Learning Support	8 to 11	1	0.5

Program Position #18
Operator: School District
PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Kernsville	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	5 to 8	4	0.25
Kernsville	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	5 to 8	10	0.75

Program Position #19
Operator: School District
PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Kratzer	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	6 to 9	2	0.12
Kratzer	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 9	15	0.75
Kratzer	An Elementary School Building	A building in which General Education programs are operated	Full-Time Special Education Class	Learning Support	7 to 8	1	0.12

Program Position #20

Operator: School District

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Kratzer	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	9 to 11	10	0.5
Kratzer	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	10	0.5

Program Position #21

Operator: School District

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Orefield Middle School	A Middle School Building	A building in which General Education programs are operated	Itinerant	Learning Support	12 to 13	15	0.5
Orefield 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	12 to 13	10	0.5

Program Position #22

Operator: School District

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Orefield Middle School	A Middle School Building	A building in which General Education programs are operated	Itinerant	Learning Support	13 to 14	12	0.25
Orefield Middle	A Middle School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	13 to 14	13	0.75

Program Position #23

Operator: School District

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Orefield Middle	A Middle School Building	A building in which General Education programs are operated	Itinerant	Learning Support	11 to 12	9	0.25
Orefield Middle	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 12	15	0.75

Program Position #24

Operator: School District

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Orefield Middle School	A Middle School Building	A building in which General Education programs are operated	Itinerant	Learning Support	13 to 14	9	0.3
Orefield Middle	A Middle School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	13 to 14	11	0.7

Program Position #25

Operator: School District

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Orefield Middle	A Middle School Building	A building in which General Education programs are operated	Itinerant	Learning Support	11 to 12	14	0.3
Orefield Middle	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 12	13	0.7

Program Position #26

Operator: School District

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Orefield Middle	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	11	1

Program Position #27

Operator: School District

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Orefield Middle	A Middle School Building	A building in which General Education programs are operated	Itinerant	Learning Support	12 to 13	11	0.25
Orefield Middle	A Middle School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	12 to 13	15	0.75

Program Position #28

Operator: School District

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
PHS	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	17 to 19	35	1

Program Position #29

Operator: School District

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
PHS	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	16 to 17	27	0.75
PHS	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 17	1	0.25

Program Position #30

Operator: School District

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
PHS	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	17 to 19	36	0.75
PHS	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 19	1	0.25

Program Position #31

Operator: Intermediate Unit

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
LCTI	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	15 to 18	7	1

Program Position #32

Operator: Intermediate Unit

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
LCTI	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	17 to 19	2	1

Program Position #33

Operator: School District

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
PHS	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	14 to 16	27	0.75
PHS	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 16	1	0.25

Program Position #34

Operator: School District

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
PHS	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	14 to 16	30	1

Program Position #35

Operator: School District

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
PHS	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	16 to 18	25	1

Program Position #36

Operator: School District

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
PHS	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	15 to 17	30	1

Program Position #37

Operator: School District

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
PHS	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	16 to 19	28	1

Program Position #38

Operator: School District

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
PHS	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	16 to 19	32	0.8
PHS	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 19	1	0.2

Program Position #39

Operator: School District

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
PHS	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	15 to 18	16	1

Program Position #40

Operator: Intermediate Unit

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
LCTI	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	15 to 19	8	1

Program Position #41

Operator: School District

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
PHS	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	14 to 18	16	0.6
PHS	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 17	6	0.4

Program Position #42

Operator: School District

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
PHS	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	14 to 15	27	1

Program Position #43

Operator: School District

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
PHS	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	14 to 17	14	0.5
PHS	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 17	8	0.5

Program Position #44

Operator: School District

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
PHS	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 17	14	0.8
PHS	A Senior High School Building	A building in which General Education programs are operated	Full-Time Special Education Class	Learning Support	14 to 17	1	0.2

Program Position #45

Operator: School District

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
PHS	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	17 to 21	14	0.8
PHS	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 21	4	0.2

Program Position #46

Operator: School District

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Parkway Manor	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	5 to 8	8	0.25
Parkway Manor	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	7 to 10	7	0.75

Program Position #47

Operator: School District

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Parkway Manor	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	9 to 11	4	0.4
Parkway Manor	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	8	0.5
Parkway Manor	An Elementary School Building	A building in which General Education programs are operated	Full-Time Special Education Class	Learning Support	9 to 11	1	0.1

Program Position #48

Operator: School District

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Parkway Manor	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	8 to 11	7	0.7
Parkway Manor	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	7 to 10	3	0.3

Program Position #49

Operator: School District

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Schnecksville	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	5 to 9	8	0.5
Justification: Students are case managed by the same teacher, but not instructed outside of a 3 year age range.							
Schnecksville	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	6	0.5

Program Position #50

Operator: School District

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Schnecksville	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	9 to 10	2	0.25
Schnecksville	A Middle School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	9 to 11	13	0.75

Program Position #51
Operator: School District
PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
SMS	A Middle School Building	A building in which General Education programs are operated	Itinerant	Learning Support	13 to 14	18	0.4
SMS	A Middle School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	13 to 14	7	0.5
SMS	A Middle School Building	A building in which General Education programs are operated	Full-Time Special Education Class	Learning Support	13 to 14	1	0.1

Program Position #52
Operator: School District
PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
SMS	A Middle School Building	A building in which General Education programs are operated	Itinerant	Learning Support	11 to 12	16	0.5
SMS	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 12	9	0.5

Program Position #53
Operator: School District
PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
SMS	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	9	1

Program Position #54
>> *Operator:* School District
>> **PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
SMS	A Middle School Building	A building in which General Education programs are operated	Itinerant	Learning Support	12 to 13	22	0.5
SMS	A Middle School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	12 to 13	6	0.5

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

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
SMS	A Middle School Building	A building in which General Education programs are operated	Itinerant	Learning Support	13 to 14	17	0.5
SMS	A Middle School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	13 to 14	6	0.5

Program Position #56
>> *Operator:* School District
>> **PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
SMS	A Middle School Building	A building in which General Education programs are operated	Itinerant	Learning Support	12 to 13	21	0.5
SMS	A Middle School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	12 to 13	10	0.5

Program Position #57

Operator: School District

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
SMS	A Middle School Building	A building in which General Education programs are operated	Itinerant	Learning Support	11 to 12	15	0.5
SMS	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 12	10	0.5

Program Position #58

Operator: School District

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
PHS	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	15 to 18	6	0.4
PHS	A Senior High School Building	A building in which General Education programs are operated	Full-Time Special Education Class	Life Skills Support	15 to 19	8	0.6

Program Position #59

Operator: Intermediate Unit

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Kratzer Elementary	An Elementary School Building	A building in which General Education programs are operated	Full-Time Special Education Class	Multiple Disabilities Support	5 to 8	3	0.5
Kratzer Elementary School	An Elementary School Building	A building in which General Education programs are operated	Full-Time Special Education Class	Multiple Disabilities Support	8 to 11	4	0.5

Program Position #60

Operator: School District

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Cetronia	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	5 to 11	27	1
Justification: Students are case managed by the same teacher, but not grouped outside of 3 year age range.							

Program Position #61

Operator: Intermediate Unit

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Fogelsville	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	5 to 11	22	0.8
Justification: Students are case-managed by the same teacher, but not grouped outside of 3-year range.							
Fogelsville	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Speech and Language Support	5 to 6	1	0.2

Program Position #62

Operator: School District

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Jaindl Elementary	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	5 to 11	43	0.8
Justification: Students are case-managed by the same teacher, but not grouped outside of 3-year range.							
Jaindl	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Speech and Language Support	5 to 6	2	0.2

Program Position #63

Operator: School District

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Ironton	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	5 to 11	23	0.8
Justification: Students are case-managed by the same teacher, but not grouped outside of 3-year range.							
Ironton	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Speech and Language Support	5 to 6	2	0.2

Program Position #64

Operator: School District

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Kernsville	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	5 to 11	23	1
Justification: Students are case-managed by the same teacher, but not grouped outside of 3-year range.							

Program Position #65

Operator: School District

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Kratzer	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	5 to 11	30	0.8
Justification: Students are case-managed by the same teacher, but not grouped outside of 3-year range.							
Kratzer	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Physical Support	3 to 5	3	0.2

Program Position #66

Operator: School District

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
OMS	A Middle School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	11 to 14	16	1

Program Position #67

Operator: School District

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
PHS	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	14 to 21	10	1
Justification: Students are case-managed by the same teacher, but not grouped outside of 3-year range.							

Program Position #68

Operator: School District

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Parkway Manor	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	5 to 11	28	1
Justification: Students are case-managed by the same teacher, but not grouped outside of 3-year range.							

Program Position #69

Operator: School District

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Schnecksville Elementary	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	5 to 11	30	0.75
Justification: Students are case-managed by the same teacher, but not grouped outside of 3-year range.							
Kernsville	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	5 to 11	5	0.25
Justification: Students are case-managed by the same teacher, but not grouped outside of 3-year range.							

Program Position #70

Operator: School District

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
SMS	A Middle School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	11 to 14	15	1

Program Position #71

Operator: Intermediate Unit

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Parkway Manor Elementary	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Deaf and Hearing Impaired Support	8 to 12	6	1
Justification: Case-management only. Students do not receive support in groups beyond a 3-year range.							

Program Position #72 - Proposed Program

Operator: Intermediate Unit

PROPOSED PROGRAM INFORMATION

Type: Class and Position

Implementation Date: September 2, 2014

Average square feet in regular classrooms: 800 sq. ft.

Square footage of this classroom: 840 sq. ft. (24 feet long x 35 feet wide)

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
SMS	A Middle School Building	A building in which General Education programs are operated	Itinerant	Deaf and Hearing Impaired Support	12 to 14	6	1

Program Position #73

Operator: Intermediate Unit

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
PHS	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Deaf and Hearing Impaired Support	15 to 17	11	1

Program Position #74

Operator: Intermediate Unit

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
OMS	A Middle School Building	A building in which General Education programs are operated	Itinerant	Blind or Visually Impaired Support	14 to 14	1	0.02
Kratzer	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Blind or Visually Impaired Support	6 to 8	3	0.1
SMS	A Middle School Building	A building in which General Education programs are operated	Itinerant	Blind or Visually Impaired Support	12 to 14	2	0.13
Parkway Manor	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Blind or Visually Impaired Support	9 to 9	1	0.02
PHS	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Blind or Visually Impaired Support	19 to 19	1	0.13

Program Position #75

Operator: Intermediate Unit

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Cetronia	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Deaf and Hearing Impaired Support	8 to 10	2	0.2
Fogelsville	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Deaf and Hearing Impaired Support	5 to 9	2	0.04
Justification: Case management only. Students are not provided support in groups beyond 3-year range.							
Ironton	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Deaf and Hearing Impaired Support	6 to 6	1	0.03
Jaindl	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Deaf and Hearing Impaired Support	10 to 10	1	0.01
Kernsville	An	A building in	Itinerant	Deaf and	8 to 10	2	0.04

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
	Elementary School Building	which General Education programs are operated		Hearing Impaired Support			
Kratzer	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Deaf and Hearing Impaired Support	8 to 8	1	0.12
OMS	A Middle School Building	A building in which General Education programs are operated	Itinerant	Deaf and Hearing Impaired Support	11 to 13	3	0.13
Parkway Manor	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Deaf and Hearing Impaired Support	9 to 10	2	0.08
SMS	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Deaf and Hearing Impaired Support	11 to 14	4	0.03
Justification: Case management only. Students are not provided support in groups beyond 3-year range.							

Program Position #76
Operator: Intermediate Unit
PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
PHS	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Deaf and Hearing Impaired Support	15 to 18	6	0.56

Program Position #77 - Proposed Program
Operator: Intermediate Unit
PROPOSED PROGRAM INFORMATION
Type: Class
Implementation Date: September 2, 2014
Average square feet in regular classrooms: 640 sq. ft.
Square footage of this classroom: 858 sq. ft. (22 feet long x 39 feet wide)
PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Parkway Manor	An Elementary School Building	A building in which General Education programs are operated	Full-Time Special Education Class	Multiple Disabilities Support	6 to 8	6	1

Program Position #78 - Proposed Program
  Operator: School District
  PROPOSED PROGRAM INFORMATION
   Type: Class
   Implementation Date: September 2, 2014
   Average square feet in regular classrooms: 700 sq. ft.
   Square footage of this classroom: 700 sq. ft. (28 feet long x 25 feet wide)
  PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Parkland High School	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Autistic Support	15 to 18	6	1

Special Education Support Services

Support Service	Location	Teacher FTE
Supervisor Special Education	District wide	1
Supervisor Special Education	District wide	1
School Psychologist	Elementary Schools(Cetronia, Fogelsville, Ironton, Kernsville, Kratzer, Jaindl, Parkway Manor, Schnecksville)	3
School Psychologist	Springhouse and Orefield Middle Schools	2
School Psychologist	Parkland High School	2
Special Education Coordinator	Parkland High School	1
Pupil Services Coordinator K-8	Elementary and Middle Schools	1
Director of Student Services	District Wide	1
Home and School Visitor	District Wide	1
Autistic Support Consultant	District Wide	1
Behavior Specialist	District Wide	1
Paraprofessionals	District wide	57
Teaching Assistants	District wide	59
Guidance Counselors	Parkland High School	9
Guidance Counselor	Springhouse Middle School	3
Guidance Counselor	Orefield Middle School	3
Guidance Counselor	Elementary Schools	8

Special Education Contracted Services

Special Education Contracted Services	Operator	Amt of Time per Week
Occupational Therapy Services	Intermediate Unit	119 Hours
Physical Therapy	Intermediate Unit	37.5 Hours
Adaptive Physical Education	Intermediate Unit	6.5 Hours
Blind/Visually Impairment teacher -itinerant	Intermediate Unit	3 Hours
Deaf/Hard of Hearing teacher - itinerant	Intermediate Unit	25 Hours
Interpreters	Intermediate Unit	90 Hours
Audiology	Intermediate Unit	18 Hours
Orientation and Mobility	Intermediate Unit	1 Hours
Work Based Learning	Intermediate Unit	5 Days
Academic Center LCTI Itinerant Learning Support	Intermediate Unit	150 Minutes
Career Alternative Program(CAP) Itinerant Emotional Support	Intermediate Unit	300 Minutes
Itinerant Emotional Support LCTI	Intermediate Unit	150 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:
Patterns in the area of accomplishments:
Strong School-Wide Positive Support Program at the elementary school level.

Strong Performance Profile scores in all buildings—81 to 94.

Strong educational partnerships with parent community.

Identifiable PVASS growth in sub-groups on various state assessments throughout the school district.

Data driven decisions made to develop individual instructional plans for students—RTII.
Positive School building cultures.
Vast amount of technologies readily available for student usage.

Patterns of Concerns:
PVASS Advanced Population showing smallest amount of growth on varoius PSSA assessment across all grade levels as well as with Keystone exams.

Building level team collaboration opportunities.

Lack of sufficient Time to review student data and use of data to make decisions.

Need for Differentiation of Instruction.

Engaging families in school program.

Clear and comprehensive Professional Development program.

Time needed to analyze data.

PVASS Growth of students in the advanced category on PSSA and Keystone assessments decreasing.

Use of Technology in an effective manner.

District Accomplishments

Accomplishment #1:

- Hiring process and interview process

- Inclusionary philosophy for students with special needs with a committed and compassionate staff

- Coordination with regular education curriculum and professional development

- Only 1.2% of special needs students are placed in out-of-district settings

- Health, counseling and psychological services are reducing barriers for individual students and providing interventions when required

- Procedures established for all assessments

- Curriculum revisions that align to the PA Core Standards

- Focus on Instructional Leadership through Teacher Effectiveness (Danielson Framework/Teachscape)

- District infrastructure is strong and will be augmented even further

- Building-level technology support is making a difference

- Attractive, clean facilities that are structurally sound

- Commitment of capital funds to keep facilities modern and up-to-date

- Safety/security procedures in place for the safety of all students, staff and visitors

- First rate equipment and a commitment to replace older equipment and buses.

- Sound accounting practices; Financial management that decreases the chances of fraud and initiates transparency

- AA bond rating/positive bond refundings

- District policy and accompanying Administrative Regulations regarding safety and security are updated and current

- Unified security/communications systems; Increased security with improved screening of visitors; Addition of School Resource Officer at the Middle Schools; The Parkland Police Pals program

- Anti-bullying training

District Concerns

Concern #1:

Maintaining first responder meetings within all buildings; Continuing to practice and review crisis plans.

Concern #2:

Continually seeking out ways to better communicate both internally and to our school community

Concern #3:

Providing time for intervention in kindergarten

Concern #4:

Professional Development/training: Teacher Induction and Mentors; focusing strategically on professional development to support staff's needs; making time for technology professional development and ensuring that professional development programs meets the technological needs for our staff and administrators; training School Services staff on new equipment with advanced technology; being pro-active in providing professional development opportunities for school services staff; cross-training the Business Office Staff.

Concern #5:

Training for mentor teachers to ensure our new teachers are provided the support necessary.

Concern #6:

Providing researched-based curriculum in an inclusionary environment

Concern #7:

Providing systemic supports to all students with a prevention focus; increasing state reporting requirements (PIMS)

Concern #8:

Increasing differentiated instruction.

Concern #9:

Understanding the new School Performance Profile to assist all students to grow and succeed

Concern #10:

Shifting assessment alignment to PA Core Standards; keeping up with the transitions occurring in education now and in the future

Prioritized Systemic Challenges

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

> **Aligned Concerns:**
>
> Providing researched-based curriculum in an inclusionary environment
>
> --
>
> Shifting assessment alignment to PA Core Standards; keeping up with the transitions occurring in education now and in the future

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

> **Aligned Concerns:**
>
> Increasing differentiated instruction.

Systemic Challenge #3 *(System #10)* Establish a district system that fully ensures professional development is focused, comprehensive and implemented with fidelity.

> **Aligned Concerns:**
>
> Professional Development/training: Teacher Induction and Mentors; focusing strategically on professional development to support staff's needs; making time for technology professional development and ensuring that professional development programs meets the technological needs for our staff and administrators; training School Services staff on new equipment with advanced technology; being pro-active in providing professional development opportunities for school services staff; cross-training the Business Office Staff.
>
> --
>
> Training for mentor teachers to ensure our new teachers are provided the support necessary.

Systemic Challenge #4 *(System #7)* Establish a district system that fully ensures students who are academically at risk are identified early and are supported by a process that provides interventions based upon student needs and includes procedures for monitoring effectiveness.

> **Aligned Concerns:**
>
> Providing time for intervention in kindergarten
>
> --
>
> Providing systemic supports to all students with a prevention focus; increasing state reporting requirements (PIMS)
>
> --
>
> Understanding the new School Performance Profile to assist all students to grow and succeed

Systemic Challenge #5 *(System #9)* Establish a district system that fully ensures each member of the district community promotes, enhances and sustains a shared vision of positive school climate and ensures family and community support of student participation in the learning process.

> **Aligned Concerns:**
>
> Maintaining first responder meetings within all buildings; Continuing to practice and review crisis plans.
>
> --
>
> Continually seeking out ways to better communicate both internally and to our school community

District Level Plan

Action Plans

Goal #1: Establish a district system that fully ensures each member of the district community promotes, enhances and sustains a shared vision of positive school climate and ensures family and community support of student participation in the learning process.

Indicators of Effectiveness:

Type: Interim

Data Source: District-Wide survey to parent community to access the climate of the district as well as each specific building.

Specific Targets: Analysis of data will identify areas of concern at district and building level. Yearly district and principal goals will address the concerns.

Strategies:

Parent Survey

Description:

Conduct a climate survey as to how well our schools are performing academically and socially. In addition, we will gauge how safe and secure our schools are.

SAS Alignment: Safe and Supportive Schools

Implementation Steps:

Parent Survey to access both the district and individual building level of communication.

Description:

A district survey will be established to access the parent of the school district as to their level of communication between the district offices and individual school buildings. The survey will collect data on the various curricular and co-curricular programs offered in the district.

Start Date: 11/6/2015   **End Date:** 1/15/2016

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

Supported Strategies:

- Parent Survey

Goal #2: Establish a district system that fully ensures consistent implementation of standards aligned curricula across all schools for all students.

Related Challenges:

- Establish a district system that fully ensures the consistent implementation of effective instructional practices across all classrooms in each school.
- Establish a district system that fully ensures professional development is focused, comprehensive and implemented with fidelity.
- Establish a district system that fully ensures students who are academically at risk are identified early and are supported by a process that provides interventions based upon student needs and includes procedures for monitoring effectiveness.

Indicators of Effectiveness:

Type: Annual

Data Source: STAR, Compass, Lead 21, Go Math, Study Island, PSSA, Keystone Exams

Specific Targets: Increased student achievement on the data sources listed above.

Strategies:

Development of a district wide assessment calendar.

Description: To ensure that all schools are administering benchmark assessments around the same time, the district will create a calendar that indicates windows of time students will take the benchmark assessments.

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

Team Collaboration Meetings and Core Team Meetings

Description:

All schools hold team meetings to discuss data and specific student data. A calendar will be created to help building administrators structure consistent team meetings to review student data in a timely fashion and plan for specific student grouping and guide instruction.

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

Implementation Steps:

Elementary Math Screener

Description:

A team will select and implement a screener for elementary mathematics.

Start Date: 2/2/2015   **End Date:** 10/30/2015

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

Supported Strategies:

- Team Collaboration Meetings and Core Team Meetings

Elementary Math Interventions

Description:

A team will identify and implement math interventions to meet the needs determined by the math universal screener at the elementary level.

Start Date: 2/1/2016   **End Date:** 11/30/2016

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

Supported Strategies:

- Team Collaboration Meetings and Core Team Meetings

Professional Development Committee

Description:

A PD committee will be formed to look at the following: Focused PD that meets the needs of our staff, accountability and evaluation of PD.

Start Date: 9/1/2014   **End Date:** 6/19/2015

Program Area(s): Professional Education

Supported Strategies:

- Team Collaboration Meetings and Core Team Meetings

Professional Development on Data Driven Differentiated Instruction

Description:

A focus of PD for the district will be to increase the use of differentiated instruction for all classrooms in the Parkland School District.

Start Date: 9/15/2014   **End Date:** 6/16/2017

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

Supported Strategies:

- Team Collaboration Meetings and Core Team Meetings

Walkthroughs

Description:

Administrators will conduct walkthroughs to monitor the implementation of differentiated instruction in the classroom with a focus on the Danielson Framework for Teaching.

Start Date: 9/8/2014   **End Date:** 6/16/2017

Program Area(s): Educational Technology

Supported Strategies:

Team Collaboration Meetings and Core Team Meetings

Data Discussions

Description:

During PLCs or team meetings, time will be spend to analyze the data tied to our common assessments. After analysis of the data, plans will be developed and shared to support the various levels of learners in a classroom.

Start Date: 9/8/2014   **End Date:** 6/16/2017

Program Area(s): Special Education, Student Services

Supported Strategies:

- Development of a district wide assessment calendar.
- Team Collaboration Meetings and Core Team Meetings

Goal #3: Establish a district system that fully ensures the consistent implementation of effective instructional practices across all classrooms in each school.

Related Challenges:

- Establish a district system that fully ensures students who are academically at risk are identified early and are supported by a process that provides interventions based upon student needs and includes procedures for monitoring effectiveness.

Indicators of Effectiveness:

Type: Annual

Data Source: STAR Screening Data, Building grade level goals, Benchmark data, PSSA, Keystone, Study Island, Common Assessments

Specific Targets: Increased student achievement and growth from all students.

Strategies:

Common Assessment within Grade/Subject

Description: WWC reports the effective use of data can have a positive impact upon student achievement; using common assessments to inform teacher practice is one such use of data. (Source: http://ies.ed.gov/ncee/wwc/pdf/practice_guides/dddm_pg_092909.pdf) Teacher Moderation: Collaborative Assessment of Student Work and Common Assessments provide detailed looks at the development and use of common assessments. (Sources:

http://www.edu.gov.on.ca/eng/literacynumeracy/inspire/research/Teacher_Moderation.pdf and Common Assessments: Mike Schmoker. (2006) Results Now: How We Can Achieve Unprecedented Improvements in Teaching and Learning. Alexandria, Va.: ASCD.)

SAS Alignment: Assessment, Instruction

Differentiating Instruction

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

SAS Alignment: Instruction

Implementation Steps:

Professional Development on Data Driven Differentiated Instruction

Description:

A focus of PD for the district will be to increase the use of differentiated instruction for all classrooms in the Parkland School District.

Start Date: 9/15/2014   **End Date:** 6/16/2017

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

Supported Strategies:

- Common Assessment within Grade/Subject
- Differentiating Instruction

Walkthroughs

Description:

Administrators will conduct walkthroughs to monitor the implementation of differentiated instruction in the classroom with a focus on the Danielson Framework for Teaching.

Start Date: 9/8/2014   **End Date:** 6/16/2017

Program Area(s): Educational Technology

Supported Strategies:

- Differentiating Instruction

Data Discussions

Description:

During PLCs or team meetings, time will be spend to analyze the data tied to our common assessments. After analysis of the data, plans will be developed and shared to support the various levels of learners in a classroom.

Start Date: 9/8/2014   **End Date:** 6/16/2017

Program Area(s): Special Education, Student Services

Supported Strategies:

- Common Assessment within Grade/Subject

Implementation of interventions for secondary literacy and mathematics

Description:
A team will identify and implement interventions for secondary students who need additional resources in literacy and mathematics.

Start Date: 9/1/2016   **End Date:** 6/30/2017

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

Supported Strategies:
- Differentiating Instruction

High School Instructional Supervisor

Description:
The C & I department will work closely with the newly established instructional supervisor to target areas of need and embed PD into the classroom environment.

Start Date: 9/2/2014   **End Date:** 6/19/2015

Program Area(s): Professional Education

Supported Strategies:

- Common Assessment within Grade/Subject
- Differentiating Instruction
-

Implementation of a secondary universal screener and progress monitoring tool

Description:
After analysis of current and new screening resources, implement the best tool to identify the needs of students and monitor their progress. Provide professional development for the new resource.

Start Date: 2/2/2015   **End Date:** 6/30/2015

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

Supported Strategies:
- Common Assessment within Grade/Subject
- Differentiating Instruction

Scheduling for Interventions at the Secondary Level

Description:
A team will look at the middle school and high school schedule to identify time for intervention during the school day at the secondary level.

Start Date: 9/1/2014   **End Date:** 1/30/2015

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

Supported Strategies: Differentiating Instruction

Elementary Math Screener

Description:

A team will select and implement a screener for elementary mathematics.

Start Date: 2/2/2015   **End Date:** 10/30/2015

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

Supported Strategies:

- Common Assessment within Grade/Subject
- Differentiating Instruction

Elementary Math Interventions

Description:

A team will identify and implement math interventions to meet the needs determined by the math universal screener at the elementary level.

Start Date: 2/1/2016   **End Date:** 11/30/2016

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

Supported Strategies:

- Differentiating Instruction

Goal #4: Establish a district system that fully ensures professional development is focused, comprehensive and implemented with fidelity.

Indicators of Effectiveness:

Type: Interim

Data Source: Professional Development survey results, PD feedback form after attendance at academy, PSSA, Keystone Exams

Specific Targets: Increased student achievement and growth

Strategies:

Instructional Coaching

Description: The purpose of Instructional Coaching is to bring evidence-based practices into classrooms by working with teachers and other school leaders. The Pennsylvania Institute for Instructional Coaching focuses on evidence-based literacy strategies and claims instructional coaching has a positive impact upon student achievement. (Source: http://piic.pacoaching.org/index.php/piic-coaching/what-is-an-instructional-coach) WWC has identified at least one instructional coaching model that has a positive impact on achievement at the secondary level.)Source: http://ies.ed.gov/ncee/wwc/pdf/quick_reviews/myteachingpartner_022212.pdf)

SAS Alignment: Instruction

Substantial Professional Development

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

SAS Alignment: Instruction

Implementation Steps:

Revise the Mentor component of New Teacher Induction

Description: In order to provide the best support for our new teachers, we will revisit the mentor program to ensure they are providing adequate support. We plan to meet on a bi-annual basis with the mentor teachers.

Start Date: 6/13/2013   **End Date:** 8/16/2013

Program Area(s): Professional Education, Teacher Induction

Supported Strategies:

Substantial Professional Development

Professional Development Committee

Description:

A PD commitee will be formed to look at the following: Focused PD that meets the needs of our staff, accountability and evaluation of PD.

Start Date: 9/1/2014   **End Date:** 6/19/2015

Program Area(s): Professional Education

Supported Strategies:

- Substantial Professional Development

High School Instructional Supervisor

Description:

The C & I department will work closely with the newly established instructional supervisor to target areas of need and embed PD into the classroom environment.

Start Date: 9/2/2014   **End Date:** 6/19/2015

Program Area(s): Professional Education

Supported Strategies:

- Instructional Coaching

Goal #5: Establish a district system that fully ensures students who are academically at risk are identified early and are supported by a process that provides interventions based upon student needs and includes procedures for monitoring effectiveness.

Indicators of Effectiveness:

Type: Annual

Data Source: PSSA, Keystone Exams, Benchmark and common assessments, Universal screening data, progress monitoring data, STAR

Specific Targets: Increased student achievement and growth data

Strategies:

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

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

SAS Alignment: Assessment, Instruction

Instructional Conversations

Description: Instructional conversations are planned, goal-directed conversations on an academic topic between a teacher and a small group of students. Although instructional conversations can be used to meet any learning goal in any content area, the studies identified have focused attention on the effectiveness of instructional conversations in developing thematic understanding of literature. (Source: http://gse.berkeley.edu/research/credearchive/research/pdd/5stand_evidence.html) WWC reports Literature Logs used in conjunction with Instructional Conversations have potentially positive effects on the reading achievement of ELL students. (Source: http://ies.ed.gov/ncee/wwc/pdf/intervention_reports/WWC_ICLL_102606.pdf)

SAS Alignment: Instruction

Full Day Kindergarten

Description:

A study indicates that low socioeconomic status minority students who attended full-day kindergarten performed statistically better in math and reading in third grade than did the identified students who attended half-day kindergarten. http://opus.ipfw.edu/cgi/viewcontent.cgi?article=1009&context=spe

We would like to begin to investigate and move towards providing our Kindergarten students additional instructional time to provide struggling with intervention strategies necessary for them to meet grade level expectations.

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

Implementation Steps:

Evaluation of current and new secondary resources

Description:

Review Study Island to determine capabilities for a universal screener and progress monitoring. Review additional screening instruments and determine the best tool to identify the needs of secondary students.

Start Date: 9/1/2014   **End Date:** 1/30/2015

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

Supported Strategies:

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

- Instructional Conversations

Scheduling for Interventions at the Secondary Level

Description:

A team will look at the middle school and high school schedule to identify time for intervention during the school day at the secondary level.

Start Date: 9/1/2014   **End Date:** 1/30/2015

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

Supported Strategies:

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

- Instructional Conversations

Implementation of a secondary universal screener and progress monitoring tool

Description:

After analysis of current and new screening resources, implement the best tool to identify the needs of students and monitor their progress. Provide professional development for the new resource.

Start Date: 2/2/2015   **End Date:** 6/30/2015

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

Supported Strategies:

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

Implementation of interventions for secondary literacy and mathematics

Description:

A team will identify and implement interventions for secondary students who need additional resources in literacy and mathematics.

Start Date: 9/1/2016   **End Date:** 6/30/2017

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

Supported Strategies:

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

Elementary Math Screener

Description:

A team will select and implement a screener for elementary mathematics.

Start Date: 2/2/2015   **End Date:** 10/30/2015

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

Supported Strategies:

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

Elementary Math Interventions

Description:

A team will identify and implement math interventions to meet the needs determined by the math universal screener at the elementary level.

Start Date: 2/1/2016   **End Date:** 11/30/2016

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

Supported Strategies:

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

Investigation of Full Day Kindergarten

Description:

A team will investigate and explore options for extending Kindergarten to the full day to ensure there is time for intervention and deep understanding of the Kindergarten PA Core Standards.

Start Date: 9/1/2015   **End Date:** 6/30/2016

Program Area(s): Student Services

Supported Strategies:

- Full Day Kindergarten

Planning and sharing plans for Full Day Kindergarten

Description:

A year will be spent detail planning for Full Day Kindergarten. In addition, plans will begin to be shared with faculty, parents and the community.

Start Date: 9/5/2016   **End Date:** 6/30/2017

Program Area(s): Student Services, Educational Technology

Supported Strategies:

- Full Day Kindergarten

Design specifications for an Early Literacy Center

Description:

A team will design functional specifications for an early literacy center.

Start Date: 9/5/2017   **End Date:** 6/29/2018

Program Area(s): Student Services, Educational Technology

Supported Strategies:

- Full Day Kindergarten

Appendix: Professional Development Implementation Step Details

LEA Goals Addressed:	#1 Establish a district system that fully ensures consistent implementation of standards aligned curricula across all schools for all students. #2 Establish a district system that fully ensures the consistent implementation of effective instructional practices across all classrooms in each school. #3 Establish a district system that fully ensures students who are academically at risk are identified early and are supported by a process that provides interventions based upon student needs and includes procedures for monitoring effectiveness.	Strategy #1: Team Collaboration Meetings and Core Team Meetings

Start	End	Title	Description
2/1/2016	11/30/2016	Elementary Math Interventions	A team will identify and implement math interventions to meet the needs determined by the math universal screener at the elementary level.

Person Responsible	SH	S	EP	Provider	Type	App.
Curriculum and Instruction, Student Services and Technology departments	3	2	30	Parkland School District	School Entity	No

Knowledge

Teachers will understand the tools in the toolbox for students who are struggling in mathematics and how to help them make gains in understanding content.

Supportive

Research

We will follow the RTII model and use data to determine needs.

Designed to Accomplish

For classroom teachers, school counselors and education specialists:

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

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

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

Training Format

Series of Workshops
School Whole Group Presentation

Participant Roles	Classroom Teachers Principals / Asst. Principals Paraprofessional	**Grade Levels**	Elementary – Primary (preK – grade 1) Elementary - Intermediate (grades 2-5)
Follow-up Activities	• Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers • Analysis of student work, with administrator and/or peers	**Evaluation Methods**	• Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. • Student PSSA data • Classroom student assessment data

LEA Goals Addressed:	#1 Establish a district system that fully ensures consistent implementation of standards aligned curricula across all schools for all students. #2 Establish a district system that fully ensures the consistent implementation of effective instructional practices across all classrooms in each school.	Strategy #1: Team Collaboration Meetings and Core Team Meetings

Start	End	Title	Description
9/15/2014	6/16/2017	Professional Development on Data Driven Differentiated Instruction	A focus of PD for the district will be to increase the use of differentiated instruction for all classrooms in the Parkland School District.

Person Responsible	SH	S	EP	Provider	Type	App.
Kelly Rosario	3	5	30	Parkland School District	Individual	No

Knowledge	Teachers will be able to differentiate instruction based on analysis of data.
Supportive Research	Providing students what they need is best practice. Our teachers will enhance their skills to benefit our students.

Designed to Accomplish

For classroom teachers, school counselors and education specialists:

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

For school and district administrators, and other educators seeking leadership roles:	• Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards. • Provides leaders with the ability to access and use appropriate data to inform decision-making. • Empowers leaders to create a culture of teaching and learning, with an emphasis on learning. • Instructs the leader in managing resources for effective results.		
Training Format	Series of Workshops Department Focused Presentation Podcast Professional Learning Communities		

Participant Roles	Classroom teachers Principals / Asst. Principals New Staff	**Grade Levels**	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
Follow-up Activities	• Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers • Creating lessons to meet varied student learning styles • Lesson modeling with mentoring	**Evaluation Methods**	• Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. • Student PSSA data • Standardized student assessment data other than the PSSA • Classroom student assessment data • Review of written reports summarizing instructional activity

LEA Goals Addressed:	#1 Establish a district system that fully ensures consistent implementation of standards aligned curricula across all schools for all students. #2 Establish a district system that fully ensures the consistent implementation of effective instructional practices across all classrooms in each school.	Strategy #1: Common Assessment within Grade/Subject Strategy #2: Differentiating Instruction

Start	End	Title	Description
9/15/2014	6/16/2017	Professional Development on Data Driven Differentiated Instruction	A focus of PD for the district will be to increase the use of differentiated instruction for all classrooms in the Parkland School District.

Person Responsible	SH	S	EP	Provider	Type	App.
Kelly Rosario	3	5	30	Parkland School District	Individual	No

Knowledge	Teachers will be able to differentiate instruction based on analysis of data.
Supportive Research	Providing students what they need is best practice. Our teachers will enhance their skills to benefit our students.

Designed to Accomplish

For classroom teachers, school counselors and education specialists:

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

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

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

Training Format	Series of Workshops Department Focused Presentation Podcast Professional Learning Communities		
Participant Roles	Classroom teachers Principals / Asst. Principals New Staff	**Grade Levels**	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
Follow-up Activities	Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers Creating lessons to meet varied student learning styles Lesson modeling with mentoring	**Evaluation Methods**	• Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. • Student PSSA data • Standardized student assessment data other than the PSSA • Classroom student assessment data • Review of written reports summarizing instructional activity

LEA Goals Addressed:	#1 Establish a district system that fully ensures the consistent implementation of effective instructional practices across all classrooms in each school. #2 Establish a district system that fully ensures students who are academically at risk are identified early and are supported by a process that provides interventions based upon student needs and includes procedures for monitoring effectiveness.	Strategy #1: Common Assessment within Grade/Subject Strategy #2: Differentiating Instruction

Start	End	Title	Description
2/2/2015	6/30/2015	Implementation of a secondary universal screener and progress monitoring tool	After analysis of current and new screening resources, implement the best tool to identify the needs of students and monitor their progress. Provide professional development for the new resource.

Person Responsible	SH	S	EP	Provider	Type	App.
Curriculum and Student Services and Technology departments	3	6	50	Curriculum and Instruction	School Entity	No

Knowledge	The knowledge gain is to better understand the tool used to screen and progress monitor students in our secondary schools.
Supportive Research	It is best practice to provide PD on a new tool or a new way to use an exsiting tool. This will be part of the 3-5 year PD plan.

Designed to Accomplish

For classroom teachers, school counselors and education specialists:

- Enhances the educator's content knowledge in the area of the educator's certification or assignment.
- Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.
- Provides educators with a variety of classroom-based assessment skills and the skills

needed to analyze and use data in instructional decision-making.

- Empowers educators to work effectively with parents and community partners.

For school and district administrators, and other educators seeking leadership roles:	- Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards. - Provides leaders with the ability to access and use appropriate data to inform decision-making. - Empowers leaders to create a culture of teaching and learning, with an emphasis on learning. - Instructs the leader in managing resources for effective results.
Training Format	- Series of Workshops - Live Webinar - Podcast - Professional Learning Communities

Participant Roles	- Classroom teachers - Principals / Asst. Principals - Other educational specialists	**Grade Levels**	Middle (grades 6-8) High (grades 9-12)
Follow-up Activities	- Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers - Analysis of student work, with administrator and/or peers - Creating lessons to meet varied student learning styles - Joint planning period activities	**• Evaluation Methods**	- Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. - Student PSSA data - Standardized student assessment data other than the PSSA - Classroom student assessment data

LEA Goals Addressed:	#1 Establish a district system that fully ensures consistent implementation of standards aligned curricula across all schools for all students. #2 Establish a district system that fully ensures the consistent implementation of effective instructional practices across all classrooms in each school. #3 Establish a district system that fully ensures students who are academically at risk are identified early and are supported by a process that provides interventions based upon student needs and includes procedures for monitoring effectiveness.	Strategy #1: Differentiating Instruction

Start	End	Title	Description
2/1/2016	11/30/2016	Elementary Math Interventions	A team will identify and implement math interventions to meet the needs determined by the math universal screener at the elementary level.

Person Responsible	SH	S	EP	Provider	Type	App.
Curriculum and Instruction, Student Services and Technology departments	3	2	30	Parkland School District	School Entity	No

Knowledge	Teachers will understand the tools in the toolbox for students who are struggling in mathematics and how to help them make gains in understanding content.
Supportive Research	We will follow the RTII model and use data to determine needs.

Designed to Accomplish

For classroom teachers, school counselors and education specialists:

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

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

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

Training Format

Series of Workshops
School Whole Group Presentation

Participant Roles	Classroom teachers Principals / Asst. Principals Paraprofessional	**Grade Levels**	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5)
Follow-up Activities	• Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers • Analysis of student work, with administrator and/or peers	**Evaluation Methods**	• Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. • Student PSSA data • Classroom student assessment data

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

#2 Establish a district system that fully ensures students who are academically at risk are identified early and are supported by a process that provides interventions based upon student needs and includes procedures for monitoring effectiveness. | Strategy #1: Data Analysis Procedures, Data-Informed Instruction, Data Teams & Data Warehousing

Strategy #2: Instructional Conversations |

Start	End	Title	Description
2/2/2015	6/30/2015	Implementation of a secondary universal screener and progress monitoring tool	After analysis of current and new screening resources, implement the best tool to identify the needs of students and monitor their progress. Provide professional development for the new resource.

Person Responsible	SH	S	EP	Provider	Type	App.
Curriculum and Student Services and Technology departments	3	6	50	Curriculum and Instruction	School Entity	No

Knowledge	The knowledge gain is to better understand the tool used to screen and progress monitor students in our secondary schools.
Supportive Research	It is best practice to provide PD on a new tool or a new way to use an exsiting tool. This will be part of the 3-5 year PD plan.

Designed to Accomplish

| For classroom teachers, school counselors and education specialists: | • Enhances the educator's content knowledge in the area of the educator's certification or assignment.
• Increases the educator's teaching skills based on research on effective practice, with |

attention given to interventions for struggling students.

- Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.
- Empowers educators to work effectively with parents and community partners.

For school and district administrators, and other educators seeking leadership roles:	• Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards. • Provides leaders with the ability to access and use appropriate data to inform decision-making. • Empowers leaders to create a culture of teaching and learning, with an emphasis on learning. • Instructs the leader in managing resources for effective results.
Training Format	• Series of Workshops • Live Webinar • Podcast • Professional Learning Communities

Participant Roles	• Classroom teachers • Principals / Asst. Principals • Other educational specialists	**Grade Levels**	Middle (grades 6-8) High (grades 9-12)
Follow-up Activities	• Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers • Analysis of student work, with administrator and/or peers • Creating lessons to meet varied student learning styles • Joint planning period activities	**Evaluation Methods**	• Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. • Student PSSA data • Standardized student assessment data other than the PSSA • Classroom student assessment data

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

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

#3 Establish a district system that fully ensures students who are academically at risk are identified early and are supported by a process that provides interventions based upon student needs and includes procedures for monitoring effectiveness. | Strategy #1: Data Analysis Procedures, Data-Informed Instruction, Data Teams & Data Warehousing

Strategy #2: Instructional Conversations |

Start	End	Title	Description
2/1/2016	11/30/2016	Elementary Math Interventions	A team will identify and implement math interventions to meet the needs determined by the math universal screener at the elementary level.

Person Responsible	SH	S	EP	Provider	Type	App.
Curriculum and Instruction, Student Services and Technology departments	3	2	30	Parkland School District	School Entity	No

Knowledge	Teachers will understand the tools in the toolbox for students who are struggling in mathematics and how to help them make gains in understanding content.
Supportive Research	We will follow the RTII model and use data to determine needs.

Designed to Accomplish

For classroom teachers, school counselors and education specialists:

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

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

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

Training Format	• Series of Workshops • School Whole Group Presentation

Participant Roles	• Classroom teachers • Principals / Asst. Principals • Paraprofessional	**Grade Levels**	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5)
Follow-up Activities	• Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers • Analysis of student work, with administrator and/or peers	**Evaluation Methods**	• Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. • Student PSSA data • Classroom student assessment data

District Level Affirmations

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

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

Affirmed by Roberta Marcus on 8/28/2014

Board President

Affirmed by Richard Sniscak on 8/28/2014

Chief School Administrator

Parkland SD

Special Education Plan Report

07/01/2014 - 06/30/2017

District Profile

Demographics

1210 Springhouse Rd
Allentown, PA 18104
(610)351-5503
Superintendent: Richard Sniscak
Director of Special Education: Robert Thornburg

Planning Committee

Name	Role
Deborah Andreoli	Secondary School Teacher - Regular Education
Brian Barone	Ed Specialist - School Psychologist
Elizabeth Bender	Elementary School Teacher - Special Education
Elsa Bennicasa	Middle School Teacher - Special Education
Louise Fick	Special Education Director/Specialist
Brian Fulmer	Middle School Teacher - Special Education
Kara Geiger	Elementary School Teacher - Special Education
Chad Grover	Elementary School Teacher - Special Education
Annette Lacko	Elementary School Teacher - Special Education
Jennifer Mack	Middle School Teacher - Special Education
Patrick Murphy	Middle School Teacher - Special Education
Leigh Navarre	Elementary School Teacher - Special Education
Amy New	Secondary School Teacher - Special Education
Dana Norris	Parent
Peter Pizzuto	Middle School Teacher - Special Education
David Ramsey	Special Education Director/Specialist
Elaine Ruttle	Student Services Director/Specialist
Christine Sarnicky	Elementary School Teacher - Special Education
Rob Thornburg	Student Services Director/Specialist
Andrew Weber	Special Education Director/Specialist

Core Foundations

Special Education

Special Education Students
Total students identified: 1456

Identification Method

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

Parkland School District follows federal and state regulatory guidelines in assessing students with disabilities. Typically a student is referred through the Response to Instruction and Intervention (RtII) team at the elementary level and the Child Study team at the secondary level. This pre-referral service provides the team with the opportunity to provide direct intervention to students in the regular education setting while collecting educational data. Parkland also utilizes various screening assessments (such as STAR universal screener at the elementary level, the Otis Lennon School Abilities test, math probes, and written expression probes) with regular education students during the course of the school year to assess academic progress. Students in need of instructional intervention are identified in this manner and regular education interventions are implemented. Periodic monitoring is provided to evaluate the students' progress. If progress is insufficient, the RtII team refers the student to the Multidisciplinary Evaluation (MDE) team. The MDE team completes an evaluation to assess if a student has a disability and to assess a student's need for special education services.

In addition to RtII team referrals, parents and school staff are also able to request an evaluation by the MDE team. The evaluation process commences upon the receipt of written permission of the student's parent/guardian. The school psychologist coordinates and oversees the evaluation process. The MDE team may consist of the school psychologist, school counselor, nurse, reading specialist, special education teacher,
regular education teacher, related service providers, the parent/guardian, and when appropriate the student. The team completes the evaluation by collecting data and administering assessments. The MDE may include the following: a review of records, cognitive assessments, achievement testing, curriculum based assessments, classroom observations, parent and teacher feedback, and related service evaluations.

With regard to identifying various disabilities the MDE team utilizes the regulatory criteria established for the 13 recognized exceptionalities. For the identification of a Specific Learning Disability, the MDE team will need to conclude that there exists a severe discrepancy between the student's intellectual ability and academic achievement that is not the result of other factors such as visual, hearing, or motor disabilities, of mental retardation, of an emotional disturbance, or of

environmental, cultural, or economic disadvantage. The MDE considers two questions: A) Does the student have a disability? And B) Does the student require specially designed instruction?

The MDE process adheres to timelines as established by federal and state laws. Since July 1, 2008, guidelines require that the process will be completed within 60 calendar days (not including summer vacation days). Upon completion, the parent is provided a copy of the Evaluation Report (ER). If the student is identified as a child with a disability who is in need of specially designed instruction, the ER is also forwarded to the Individual Education Planning (IEP) team to formulate an IEP based upon the student's strengths and needs that are documented in the ER.

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

On the 2011-2012 Special Education Data Report, the Parkland School District reported a total special education enrollment of 1,456 students, or 15.1% of the total enrollment of 9,641. This is proportionate to the state average of 15.2% special education enrollment. Below are district percentages of special education enrollment by disability, as they compare to state averages.

Autism: 7.8% PSD, 7.9% PA
Deaf-Blindness: --- PSD, 0% PA
Emotional Disturbance: 4.0% PSD, 8.6% PA
Hearing Impairment Including Deafness: 1.6% PSD, 1.0% PA
Intellectual Disability: 3.6% PSD, 7.1% PA
Multiple Disabilities: 1.5% PSD, 1.1% PA
Orthopedic Impairment: 9.5% PSD, 10.1% PA
Other Health Impairment: 9.5% PSD, 10.1% PA
Speech and Language Impairment: 19.4% PSD, 16.2% PA
Specific Learning Disability: 51.6% PSD, 46.9% PA
Traumatic Brain Injury: --- PSD, .3% PA
Visual Impairment Including Blindness: --- PSD, 0.4% PA
Despite disproportionalities between state and district percentages, the district is confident in the qualification of its school psychologists and the validity of its identification process. Any disproportionalities reported are thought to be a reflection of the community populations that comprise the district, and not an issue of identification. Special education administrators will continue to monitor the evaluation and identification process to be sure that multi-disciplinary teams are following all procedures for accurate identification of students in these categories.

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?

1. Parkland School District acknowledges its obligation to educate students who reside in its geographic area, including all students living in group homes. PSD maintains a cooperative relationship with agencies, including ongoing communication with individual caseworkers to ensure an open and collaborative working relationship. When a new 1306 facility moves into our district, we initially set up a meeting to introduce the necessary people to ensure and smooth flow of information. We make sure that the staff members of the 1306 facility understand our registration procedures and what information is required for that registration process. We have made a concerted effort to establish a positive relationship with all agency members, including case managers, therapists, and supervisors of any of our 1306 facilities.

2. Each student is required to register when they are placed as a 1306 student. Again, PSD works in close collaboration with caseworkers and agencies to ensure a smooth and seamless a process, to the maximum extent possible. If a non-resident student has an IEP, we immediately request records and review to determine the most appropriate placement in the least restrictive environment possible, according to the student's individual need. Because we have worked so closely with our 1306 agencies, they often have already gathered the information/records that we need to provide the most appropriate program for each student.   Once the student is enrolled and begins attending an educational program, ongoing communication between parent, foster home, agency and district ensures that all parties are aware of the student's progress.

3. Obtaining complete educational records continues to be an ongoing difficulty with Section 306 students, perhaps due to the transient nature of this unique population. It is not uncommon for an agency to have an incomplete educational placements, which can slow down the process. We have certainly made strides in this area, but complete records continue to be difficult to obtain. Also, information regarding who has educational rights can be difficult to determine. Many of these students have multiple court orders and it can be a daunting task to weed through these legal documents to make a determination regarding parental rights. At times, when the parent still has educational rights, it can be difficult to locate the parent to participate and/or sign the legal paperwork necessary for programming, evaluation, and permission to begin a special education program.

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).

All incarcerated students with disabilities receive a free and appropriate public education (FAPE) through individualized services in the least restrictive environment (LRE) to the maximum extent appropriate. Students who are thought to be exceptional are evaluated by a certified school psychologist through the multi-disciplinary process. If found to be exceptional an Individual Education Plan is developed in accordance to chapter 14 regulations. Students incarcerated by the juvenile court system and placed at the Allentown Secure Treatment Unit, or the Youth Forestry Camp #2, are provided the same rights and procedures afforded to students who are educated within the regular school setting, including evaluations, parent permissions, IEPs, related and special services. Program options are available to meet each student's least restrictive environment, based on individual needs. Both institutions mentioned herein have participated successfully in compliance monitoring.

Students placed at the Lehigh County Detention Center receive free public education services throughout their stay. However, the lack of records sent to the detention center from school districts, makes it difficult to initially determine appropriate support. To address this issue, all students are pre-tested. Nevertheless, because students can be appointed to the center for as little as one day, contingent upon their various hearings and legal appointments, it is very typical for them to leave before any post-testing is able to take place. When students are released, a transcript is developed and sent to the home school district. It should be noted that the district has recently received notice that the Lehigh County Detention Center will be closing in March of 2014. Until this happens, the district will maintain its support of the facility.

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.

1. PSD makes every attempt to educate, to the maximum extent appropriate, children in the least restrictive environment (LRE). According to the 2011-12 Special Education Data Report, 63.9% of PSD students are educated inside the regular classroom for more than 80% of the school day, as compared to a state average of 62%. Only 4.3% of students are in regular classes for less than 40% of the school day, compared to a state average of 9.2%. Finally, we have a very small percentage (1.2%) in other settings.

To ensure a student's least restrictive environment, IEP teams must consider all supplementary aids and services that may enable the student to make meaningful progress on his/her IEP goals alongside his/her peers without disabilities. These supplementary aids and services, along with a consideration of any possible harmful effects of inclusion within the general education setting, are used to determine the most appropriate setting for each individual child. It should be noted that these careful considerations ensure that LRE requirements are fulfilled, even when it is determined that a student would benefit from time outside of the general education environment and setting.

The Parkland School District has two consultants who provide support and training to teams to ensure that students are educated in their neighborhood schools and within the general education classroom to the maximum extent appropriate. An Autistic Support Consultant works with teams that provide support to students on the Autism Spectrum, and a Behavior Specialist works with teams to assist with students with behavioral difficulties. This model has provided our staff with professional development, site-based training, consultation and technical assistance. Along with on-site opportunities for professional development, the Parkland School District regularly participates training sessions offered by PDE/PaTTAN through the Carbon Lehigh Intermediate Unit (CLIU), as well our own school district. Most recently, the district has participated in PATTAN and IU training for School-wide Behavior Supports and Standards Aligned Systems.

2. The Parkland School District special education programs offer evidence-based models of support. Our Co-teaching model at the high school, for example, has been renowned throughout the state as we frequently host site-based training for other districts within the Commonwealth. In addition to this model, PSD works collaboratively with the CLIU and offers a continuum of services to meet the needs of all of our students.

Additionally, PSD continues training and implementation of the response to instruction and intervention (RTII) initiative. This model works through the philosophical framework that students should be supported and monitored through strategic levels of differentiation of instruction within in the regular education environment. Progress monitoring data is used to move students unilaterally through a tiered system of general education support. Students who do not respond to intervention at one tier, move to a more intensive tier. All elementary level administrators and staff members have participated in extensive training in using research-based universal screener and progress monitoring tool.

At the intermediate and secondary levels, PSD incorporates grade level teams, child study teams and student support teams that intervene with at risk students while keeping them in the general education curriculum. If a student requires a multi-disciplinary evaluation, our school based team conducts evaluations to eligibility for special education supports and services. Additionally a

data tracking system exists to monitor and report disciplinary and attendance issues.
List of Supplementary Aids and Services
used that allow students with disabilities to be successful in the general education curriculum

- Small group instruction in a therapy setting.

- Individual instruction in a therapy setting.

- The clinician will offer positive reinforcement, including verbal praise and opportunities for tangible items through an established reward system.

- The clinician will provide the student with models of target behaviors.

- The clinician will provide the student with auditory/visual/physical/tactile cues and prompts to elicit target behaviors.

- The student will practice target behaviors with direct monitoring from the clinician.

- The clinician will offer repetition and rephrasing of directions and questions.

- The clinician will offer rephrasing of curriculum material to aid comprehension.

- The student will use a mirror for visual feedback of target skills/behaviors.

- The student will be videotaped and will be given opportunity to review the tapes with the clinician to identify and assess target behaviors/skills.

- The student will use a tape recorder to record and review target skills.

- The clinician will provide the student with graphic organizers and diagrams to aid comprehension of content material.

- The student will participate in oral motor activities as directed by the clinician to develop strength, endurance, and coordination of oral structures and functions.

- The student will be provided with homework assignments to reinforce target skills addressed in the therapy setting.

- The student will be provided with opportunities for computer assisted instruction.

- The student will be provided with opportunities and guidance to self-evaluate target skills.

- The student will be provided with low-tech augmentative communication materials/equipment to participate/communicate in the classroom.

- The student will be provided with high-tech augmentative communication equipment to participate/communicate in the classroom.

- The student will be provided with pictures and/or icons to aid comprehension of content material.

- The student will be provided with manipulatives to practice target skills.

- The student will be provided with ongoing exploration of assisstive technology equipment/materials to augment current communication skills.

- During the first two weeks of the new school year, services will be provided through a consultative model to develop an instructional plan for the year.

- 1:1 Personal Care Assistance in the areas of hygiene and self care skills.

- 1:1 Personal Care Assistance for behavior and/or safety awareness.

- 1:1 Personal Care Assistance is required to monitor incidence and prevalence of medical health-related conditions.

- 1:1 Personal Care Assistance is required for feeding.

- 1:1 Personal Care Assistance is required to supervise activities of daily living skills such as community based instruction and self help skills.

- 1:1 Personal Care Assistance is required to assist in daily communication and/or to adapt activities to meet student's physical and/or mental needs.

- Shortened writing assignments to match student ability

- Test questions read aloud (excluding reading assessments that have been adapted for the student)

- Assignments read aloud

- Math word problems read aloud

- Extended time for assignments (for as long as the student remains engaged and on-task and is not at frustration)

- Extended time for assessments (for as long as the student remains engaged and on-task and is not at frustration)

- Assignments shortened so the student can reasonably finish within the standard allotted time for students without disabilities

- Assessments shortened so the student can reasonably finish within the standard allotted time for students without disabilities

- Scribe assessment responses

- Transcribe assessment responses

- Modified assignments/Assessments to match student's independent level

- blank.

- Assignments and assessments not to be graded for spelling errors (with the exception of spelling assessments)

- Availability of small group testing

- Daily communication book

- Advance notice of changes in schedule or routine.

- Positive Behavior Support Plan, including daily monitoring of behavior

- Weekly progress reports will be sent home

- Verbal and/or non-verbal cueing to help the student remain on-task

- Verbal and/or non-verbal cue that a new task is about to begin

- The student will utilize a signal when he/she feels frustrated and needs a break.

- The student should be allowed to go to the Emotional Support/guidance Room when needed.

- blank.

- blank.

- blank.

- Mobilizing school and community resources related to a student's medical/mental health status to enable maximum benefit from his/her educational program.

- Positive reinforcement including verbal and/or tangible reward for appropriate behavior

- Availability of calming area/room for staff directed or student requested break before returning to the task at hand

- Opportunities for assistance with organization

- Assignment book checked by staff

- An extra set of textbooks to be used at home

- Daily check-in/check-out with staff member to review behavioral goals and progress

- Agenda checked for all subject areas

- Replacement curriculum in the areas of (add subject areas)

- Model instruction when a new task/skill introduced. Repeat modeling as necessary

- Opportunities for repeated drill and practice

- Provide extended wait time for the student to respond

- Opportunities for test preparation and review

- Shortened/chunked directions

- Chunked assignments to match student ability

- Small group instruction in a therapy setting.

- Ask the student to repeat directions when a new skill/activity is introduced and for activities that are not yet mastered

- Ask student to summarize information when new material is presented

- A multisensory approach to handwriting.

- Modified vocabulary curriculum

- Opportunities for assistance with homework

- Community based instruction

- Use errorless teaching methods

- Use backward chaining when teaching self-help skills according to the task analysis (target and require independence in the execution of the last step of the sequence first)

- Utilize natural environment training and intensive teaching contexts.

- Supplemental activities will be provided to encourage higher level thinking designed to promote enrichment.

- Differentiated modalities of instruction.

- Exposure to problem solving processes.

- Opportunities for assistance with organization

- Assignment book checked by staff

- An extra set of textbooks to be used at home

- Daily check-in/check-out with staff member to review organization

- Agenda checked for all subject areas

- Preferential seating to decrease/eliminate the impeded learning of others

- Preferential seating near responsible peers

- Preferential seating away from distractions

- Sensory strategies/diet will be utilized, including (specify examples)

- Movement breaks for sensory needs

- Non-distracting fidget item

- Provide a copy of class notes

- Provide student with skeletal outlines, highlighting critical features and essential vocabulary for all content areas.

- Provide study guides for assessments

- Graphic organizers for writing assignments

- Graphic organizers for open-ended math problems

- Oral directions should be accompanied by written directions for new skills/activities, or skills/activities that are not yet mastered

- Provide student with key point and summary of lesson

- Visual supports such as pictures, charts, maps, or overheads should accompany auditory presentations.

- Provide the student with ready-made checklist/pictures of the required steps involved in a procedure.

- A sample for solving problems will be provided in math class.

- Opportunity for computer assisted instruction.

- Audio books

- Availability of computer for writing assignments

- Use of calculator for math assignments

- Use of a calculator, when basic mathematics concepts are not being assessed

- Use 2 and 3D exemplars to insure generalization.

- Use of manipulatives for math instruction and practice

3. Examining the most recent Special Education Data Report and the SPP targets included in Indicator 5 shows that the Parkland School District narrowly missed the 65% target for children included in the regular education setting for 80% or more of the school day, with a percentage of 63.9%. However, it should be noted that the 2011/12 school year was the first year that PSD did not meet this target. The district sees indicator 5 as an ongoing goal and always will continue to make LRE a high priority. The ever-growing RTII model will hopeful assist in accomplishing this goal.

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 Parkland School District has a formal policy on Suspension and Expulsion of students, in accordance with Pennsylvania state laws, and provides parameters for suspensions and expulsions with necessary due process rights delineated. An informal hearing is provided in any suspension exceeding three school days. The policy (policy #233) recognizes that suspension and expulsion of special education students is governed by the Individuals With Disabilities Education Act (IDEA), and relevant state regulations and was last revised on June 24, 2008. The Parkland School District also directly addresses the Discipline of Students with Disabilities which is reflected in policy number 113.1 and was last revised on December 3, 2013.

The elementary level staff has received training from the CLIU on developing a School Wide Positive Behavior program (SWPB). Each elementary school has developed behavioral expectations for several geographic areas, including the classroom, hallway, cafeteria, bathrooms, bus and playground. At the start of the school year, students are taught about the expectations in each area. Student are also taught that every action has a consequence and that making a good choice will keep them out of trouble. Once they have been taught about good choices, the staff then recognizes positive behavior through different methods. Each staff member, along with the bus drivers, look for positive behaviors and are trained to provide immediate positive reinforcement for exceptional citizenship.

In the event that a student has trouble with his or her behavior, the SWPB program includes a behavior intervention process to help students manage their behavior. Typically, the need for intervention is evidenced by repeated office discipline referrals in short periods of time. A student who is struggling can receive booster lessons on the expectations. In addition, individual incentive plans can be developed to address a student's specific behavior. Additional staff members, such as guidance counselors, can provide small group or individual instruction on coping skills, decision-making, and thinking before making a choice.

Building on the success of the SWPB program, the district plans to extend its principals and key components to the intermediate and secondary levels.

For crisis situations that threaten immediate, staff members from each building and level are trained in verbal and physical de-escalation strategies through a program called Crisis Prevention Intervention (CPI). CPI training is offered at least twice each school year with mandatory participation required of special education staff. Additionally, the district has invested in training staff members to become certified CPI trainers.

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.

1. The Parkland School District works very closely with county agencies, the Carbon Lehigh Intermediate Unit, and private providers to collaboratively develop plans for students and their families. If there were a student for whom we were having difficulty programming for, the district would contact the CLIU and any county or private agencies involved with the student. Additionally, when appropriate, PSD would contact the Lehigh County CASSP coordinator to help facilitate a working relationship between all parties and agencies. The district would be an active member of the interagency team to help build an appropriate program for a difficult to place child. A meeting, or series of meetings, would be scheduled to bring all parties together to discuss the issues.

PSD also works regularly with the Office of Developmental Disabilities, Lehigh County Mental Health Agency, Child Protective Services, juvenile probation, and drug and alcohol treatment agencies. IEP teams and SAP coordination assists when students are identified with multiple issues. If a student requires treatment in addition to education, the district attempts to identify programming needs first and then work cooperatively with various providers to look for appropriate funding streams.

2. Parkland's contact with the various agencies has resulted in an increased awareness of the need for staff development opportunities for our professionals. When a need is identified, the district will readily contact agencies to provide training and assist in developing additional program capacities. Children and Youth Services for example, has facilitated a presentation to the staff regarding the school's obligation to report incidents of child abuse, as well as how general protective services can be utilized to answer questions regarding the safety and welfare of students.

Parkland has also invested in employing two district-wide consultants to work with teams in dealing with students on the Autism Spectrum and behavioral disorders. Our Autistic support and behavioral consultants have been a vital resource to support to teams that are struggling with more significant needs while maintaining our LRE requirements.

On an individual basis, behavioral health providers are invited to schools to share their expertise with regards to strategies for assisting students who may have behavioral needs. A behavioral specialist may provide additional resources for the schools and families to consider as we program for these challenging youths. Additionally, a Home and School visitor may act as a liaison between county agencies, service providers, the family, and the district.

3. The Parkland School District continuously examines its special education population and plans

for trends/needs that change over time. For example, PSD has been discussing a possible need for additional supports for students on the Autism Spectrum.

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.

In a recent Comprehensive Planning committee meeting, including parent, teacher, and administrator representatives, strengths and highlights of the special education department were discussed in great detail. The following areas were noted.

1.   Least Restrictive Environment (LRE) - the district's ability to balance between quality programming and meaningful inclusive experiences was highlighted. It was noted that PSD includes students with disabilities in the general education setting and curriculum to the maximum extent appropriate, but not at the detriment to quality services and programs. A parent brought up the excellent point that Least Restrictive Environment (LRE) is often mistaken to mean the same thing for every child when, in fact, what may seem restrictive to one, may be her child's LRE. The committee noted the district's adeptness in individually identify LRE.

2.   Partnership with Lehigh Carbon Community College (LCCC) – the district is currently involved in year 2 of an extremely successful mentoring program that partners Parkland High School students with significant disabilities with LCCC mentors who are enrolled in education courses. The mutually beneficial partnership aims to provide and authentic college experience to PHS students, on the LCCC campus, while offering an invaluable hands-on experience to college students who wish to enter the education profession.

3.   Peer Assisted Learning Support (PALS) - the PALS program pairs students without disabilities with students with disabilities to assist with academics and strengthen social skills

4.   Elementary Teacher Education Program (ETEP) - ETEP provides opportunities for Parkland High School Students who are planning to pursue education as a career to visit elementary schools and assist in classrooms. The possibility of a comparable program for students who are interested in special education, specifically, is currently being discussed.

5.   Transition support – while the district employs measures to assure successful succession from one grade level to the next, extra care and assistance is employed during grade level advancements that involve a change in building, such Kindergarten to grade 1; grade 5 to grade 6; and grade 8 to grade 9. These years involve parent and team meetings, building visitations, and any other supports necessary given individual student needs. The procedures are revisited each year and adjusted as needed to ensure as seamless a transition as possible.

6.   Child Find Procedures – with a growing RtII model at the elementary level, regular data meetings at the secondary levels, research-based progress monitoring tools, as well as procedures in

place to monitor attendance and respond to parent requests, the district's ability to properly find and identify children in need of support is seen as a strength.

7.   Quality Support Staff – the Parkland School District is fortunate to employ an excellent pool of paraprofessionals and teaching assistance, all of whom maintain Highly Qualified status, and many of whom hold valid PA instructional certificates. The relatively low rate of turnover among this group attributes directly to their success.

8.   Staff Development – the special education department offers many traditional and non-traditional training opportunities for staff, faculty, and parents. Sessions are frequently offered after school hours, as well as via technology, such as in webcast of online video format, in to maximize flexibility and potential reach. Additionally, monthly special education meetings at each school provide special education administrators the opportunity to train staff members on new items and reinforce previously discussed items. The district recognizes the need to continuously look at staff development for areas of improvement.

Assurances

Special Education Assurances

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

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

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

- Assurances of students with disabilities are included in general education programs and extracurricular and non-academic programs and activities to the maximum extent appropriate in accordance with an Individualized Education Program.

- Compliance with the PA Department of Education, Bureau of Special Education's report revision notice process.

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

- Assurance of funds received through participation in the medical assistance reimbursement program, ACCESS, will be used to enhance or expand the current level of services and programs provided to students with disabilities in this local education agency.

24 P.S. §1306 and §1306.2 Facilities

Facility Name	Facility Type	Services Provided By	Student Count
Valley Youth House / PATHS Group Home	Nonresident	Parkland School District	5
KidsPeace	Nonresident	KidsPeace	195
Lehigh County Detention Center	Incarcerated	Carbon Lehigh Intermediate Unit	9

Least Restrictive Environment Facilities

Facility Name	Type of Facility	Type of Service	Number of Students Placed
Catasauqua High School	Neighboring School Districts	Multiple Disabilities	3
Catasauqua Middle School	Neighboring School Districts	Multiple Disabilities	1
Weisenberg Elementary School	Neighboring School Districts	Multiple Disabilties	5
Northern Lehigh Middle School	Neighboring School Districts	Multiple Disabilities	1
Northern Lehigh High School	Neighboring School Districts	Multiple Disabilities	1
Lehigh County Government Facility	Other	Life Skills - Project Search	4
Good Shepherd Hospital	Other	Life Skills - Project Search	1
Cedarbrook Nursing Home	Other	Life Skills - Project Search	1
Lower Macungie Middle School	Neighboring School Districts	Life Skills	1
Whitehall Middle School	Neighboring School Districts	Life Skills	1
Zephyr Elementary School	Neighboring School Districts	Life SKills	1
Enhanced Autism	Special Education Centers	Multiple Disabilities	1
Southern Lehigh High School	Neighboring School Districts	Emotional Support	2
Lehigh Learning and Achievement School	Special Education Centers	Emotional Support	6
Allentown Center Learning and Achievement School	Special Education Centers	Emotional Support	1
Carbon Learning and Adjustment School	Special Education Centers	Emotional Support	1
Behavioral Health Associates	Other	Learnng Support	1
Western PA School for the Deaf	Approved Private Schools	Deaf/Hard of Hearing	2

Special Education Program Profile

Program Position #1 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: ClassandPosition

Implementation Date: September 2, 2014

Average square feet in regular classrooms: 800 sq. ft.

Square footage of this classroom: 825 sq. ft. (25 feet long x 33 feet wide)

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Cetronia Elementary School	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	7 to 7	1	0.5
Cetronia Elementary School	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	7 to 10	9	0.5

Program Position #2

Operator: School District

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Parkland High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Emotional Support	14 to 18	5	0.5
Parkland 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 18	10	0.5

Program Position #3

Operator: School District

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Schnecksville Elementary School	An Elementary School Building	A building in which General Education programs are operated	Full-Time Special Education Class	Emotional Support	6 to 9	5	0.75
Schnecksville Elementary School	An Elementary School	A building in which General	Supplemental (Less Than 80% but More	Emotional Support	6 to 7	1	0.25

	Building	Education programs are operated	Than 20%)				

Program Position #4
Operator: School District
PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Cetronia Elementary School	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	6 to 9	5	0.5
Cetronia Elementary School	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	6 to 9	6	0.5

Program Position #5
Operator: School District
PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Cetronia Elementary School	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	10 to 11	4	0.5
Cetronia Elementary School	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	10 to 11	5	0.5

Program Position #6
Operator: School District
PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Cetronia Elementary School	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	9 to 10	8	0.5
Cetronia Elementary School	An Elementary School Building	A building in which General Education programs	Supplemental (Less Than 80% but More Than 20%)	Learning Support	9 to 10	4	0.5

		are operated					

Program Position #7

Operator: School District

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Fogelsville Elementary School	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	10 to 11	8	0.5
Fogelsville Elementary	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	5	0.5

Program Position #8

Operator: School District

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Fogelsville Elementary	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	8 to 10	4	0.25
Fogelsville Elementary School	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	8 to 10	12	0.75

Program Position #9

Operator: School District

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Fogelsville Elementary School	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	5 to 8	4	0.5
Fogelsville Elementary School	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	5 to 8	9	0.5

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

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Jaindl Elementary School	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	6 to 9	4	0.5
Jaindle Elementary School	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	6 to 9	9	0.5

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

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Jaindl Elementary School	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	9 to 12	11	0.5
Jaindl Elementary	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 10	5	0.5

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

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Jaindl Elementary	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	8 to 9	3	0.25
Jaindl Elementary	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 10	12	0.75

Program Position #13
> *Operator:* School District

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Ironton Elementary	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	9 to 11	8	0.5
Ironton Elementary	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	8	0.5

Program Position #14
   Operator: School District
   PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Ironton Elementary	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	7 to 9	3	0.25
Ironton Elementary	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	5 to 10	8	0.75
Justification: Students are case managed by the same teacher, but not instructed outside of a 3 year age range.							

Program Position #15
   Operator: School District
   PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Kernsville	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	8 to 10	2	0.25
Kernsville	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	8 to 10	10	0.75

Program Position #16
   Operator: School District
   PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Kernsville	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	9 to 11	3	0.25
Kersville	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	10	0.75

Program Position #17 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: ClassandPosition

Implementation Date: September 2, 2014

Average square feet in regular classrooms: 890 sq. ft.

Square footage of this classroom: 884 sq. ft. (26 feet long x 34 feet wide)

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Kernsville	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	8 to 10	5	0.5
Kernsville	An Elementary School Building	A building in which General Education programs are operated	Full-Time Special Education Class	Learning Support	8 to 11	1	0.5

Program Position #18

Operator: School District

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Kernsville	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	5 to 8	4	0.25
Kernsville	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	5 to 8	10	0.75

Program Position #19

Operator: School District

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Kratzer	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	6 to 9	2	0.12
Kratzer	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 9	15	0.75
Kratzer	An Elementary School Building	A building in which General Education programs are operated	Full-Time Special Education Class	Learning Support	7 to 8	1	0.12

Program Position #20

Operator: School District

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Kratzer	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	9 to 11	10	0.5
Kratzer	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	10	0.5

Program Position #21

Operator: School District

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Orefield Middle School	A Middle School Building	A building in which General Education programs are operated	Itinerant	Learning Support	12 to 13	15	0.5
Orefield 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	12 to 13	10	0.5

Program Position #22
  Operator: School District
  PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Orefield Middle School	A Middle School Building	A building in which General Education programs are operated	Itinerant	Learning Support	13 to 14	12	0.25
Orefield Middle	A Middle School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	13 to 14	13	0.75

Program Position #23
  Operator: School District
  PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Orefield Middle	A Middle School Building	A building in which General Education programs are operated	Itinerant	Learning Support	11 to 12	9	0.25
Orefield Middle	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 12	15	0.75

Program Position #24
  Operator: School District
  PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Orefield Middle School	A Middle School Building	A building in which General Education programs are operated	Itinerant	Learning Support	13 to 14	9	0.3
Orefield Middle	A Middle School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	13 to 14	11	0.7

Program Position #25
  Operator: School District
  PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Orefield Middle	A Middle School Building	A building in which General Education programs are operated	Itinerant	Learning Support	11 to 12	14	0.3
Orefield Middle	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 12	13	0.7

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

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Orefield Middle	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	11	1

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

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Orefield Middle	A Middle School Building	A building in which General Education programs are operated	Itinerant	Learning Support	12 to 13	11	0.25
Orefield Middle	A Middle School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	12 to 13	15	0.75

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

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
PHS	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	17 to 19	35	1

Program Position #29
>> *Operator:* School District
>> **PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
PHS	A Senior	A building in	Itinerant	Learning	16 to	27	0.75

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
	High School Building	which General Education programs are operated		Support	17		
PHS	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 17	1	0.25

Program Position #30
      Operator: School District
      PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
PHS	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	17 to 19	36	0.75
PHS	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 19	1	0.25

Program Position #31
      Operator: Intermediate Unit
      PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
LCTI	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	15 to 18	7	1

Program Position #32
      Operator: Intermediate Unit
      PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
LCTI	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	17 to 19	2	1

Program Position #33
      Operator: School District
      PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
PHS	A Senior High School	A building in which General Education	Itinerant	Learning Support	14 to 16	27	0.75

	Building	programs are operated						
PHS	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 16	1	0.25

Program Position #34

Operator: School District

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
PHS	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	14 to 16	30	1

Program Position #35

Operator: School District

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
PHS	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	16 to 18	25	1

Program Position #36

Operator: School District

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
PHS	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	15 to 17	30	1

Program Position #37

Operator: School District

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
PHS	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	16 to 19	28	1

Program Position #38

Operator: School District

PROGRAM SEGMENTS

Location/Building	Grade	Building	Support	Service	Age	Caseload	FTE

		Type		Type	Range		
PHS	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	16 to 19	32	0.8
PHS	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 19	1	0.2

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

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
PHS	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	15 to 18	16	1

Program Position #40
>*Operator:* Intermediate Unit
>**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
LCTI	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	15 to 19	8	1

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

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
PHS	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	14 to 18	16	0.6
PHS	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 17	6	0.4

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

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
PHS	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	14 to 15	27	1

Program Position #43
Operator: School District
PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
PHS	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	14 to 17	14	0.5
PHS	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 17	8	0.5

Program Position #44
Operator: School District
PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
PHS	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 17	14	0.8
PHS	A Senior High School Building	A building in which General Education programs are operated	Full-Time Special Education Class	Learning Support	14 to 17	1	0.2

Program Position #45
Operator: School District
PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
PHS	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	17 to 21	14	0.8
PHS	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 21	4	0.2

Program Position #46
Operator: School District

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Parkway Manor	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	5 to 8	8	0.25
Parkway Manor	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	7 to 10	7	0.75

Program Position #47

Operator: School District

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Parkway Manor	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	9 to 11	4	0.4
Parkway Manor	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	8	0.5
Parkway Manor	An Elementary School Building	A building in which General Education programs are operated	Full-Time Special Education Class	Learning Support	9 to 11	1	0.1

Program Position #48

Operator: School District

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Parkway Manor	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	8 to 11	7	0.7
Parkway Manor	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	7 to 10	3	0.3

Program Position #49

Operator: School District

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Schnecksville	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	5 to 9	8	0.5
Justification: Students are case managed by the same teacher, but not instructed outside of a 3 year age range.							
Schnecksville	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	6	0.5

Program Position #50

Operator: School District

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Schnecksville	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	9 to 10	2	0.25
Schnecksville	A Middle School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	9 to 11	13	0.75

Program Position #51

Operator: School District

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
SMS	A Middle School Building	A building in which General Education programs are operated	Itinerant	Learning Support	13 to 14	18	0.4
SMS	A Middle School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	13 to 14	7	0.5
SMS	A Middle School Building	A building in which General Education	Full-Time Special Education Class	Learning Support	13 to 14	1	0.1

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
		programs are operated					

Program Position #52

Operator: School District

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
SMS	A Middle School Building	A building in which General Education programs are operated	Itinerant	Learning Support	11 to 12	16	0.5
SMS	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 12	9	0.5

Program Position #53

Operator: School District

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
SMS	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	9	1

Program Position #54

Operator: School District

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
SMS	A Middle School Building	A building in which General Education programs are operated	Itinerant	Learning Support	12 to 13	22	0.5
SMS	A Middle School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	12 to 13	6	0.5

Program Position #55

Operator: School District

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
SMS	A Middle School Building	A building in which General Education	Itinerant	Learning Support	13 to 14	17	0.5

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
		programs are operated					
SMS	A Middle School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	13 to 14	6	0.5

Program Position #56

  Operator: School District
  PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
SMS	A Middle School Building	A building in which General Education programs are operated	Itinerant	Learning Support	12 to 13	21	0.5
SMS	A Middle School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	12 to 13	10	0.5

Program Position #57

  Operator: School District
  PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
SMS	A Middle School Building	A building in which General Education programs are operated	Itinerant	Learning Support	11 to 12	15	0.5
SMS	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 12	10	0.5

Program Position #58

  Operator: School District
  PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
PHS	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	15 to 18	6	0.4
PHS	A Senior High School Building	A building in which General Education programs are operated	Full-Time Special Education Class	Life Skills Support	15 to 19	8	0.6

Program Position #59
Operator: Intermediate Unit
PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Kratzer Elementary	An Elementary School Building	A building in which General Education programs are operated	Full-Time Special Education Class	Multiple Disabilities Support	5 to 8	3	0.5
Kratzer Elementary School	An Elementary School Building	A building in which General Education programs are operated	Full-Time Special Education Class	Multiple Disabilities Support	8 to 11	4	0.5

Program Position #60
Operator: School District
PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Cetronia	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	5 to 11	27	1
Justification: Students are case managed by the same teacher, but not grouped outside of 3 year age range.							

Program Position #61
Operator: Intermediate Unit
PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Fogelsville	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	5 to 11	22	0.8
Justification: Students are case-managed by the same teacher, but not grouped outside of 3-year range.							
Fogelsville	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Speech and Language Support	5 to 6	1	0.2

Program Position #62
Operator: School District
PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE

Jaindl Elementary	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	5 to 11	43	0.8
Justification: Students are case-managed by the same teacher, but not grouped outside of 3-year range.							
Jaindl	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Speech and Language Support	5 to 6	2	0.2

Program Position #63

Operator: School District

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Ironton	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	5 to 11	23	0.8
Justification: Students are case-managed by the same teacher, but not grouped outside of 3-year range.							
Ironton	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Speech and Language Support	5 to 6	2	0.2

Program Position #64

Operator: School District

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Kernsville	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	5 to 11	23	1
Justification: Students are case-managed by the same teacher, but not grouped outside of 3-year range.							

Program Position #65

Operator: School District

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Kratzer	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	5 to 11	30	0.8

Justification: Students are case-managed by the same teacher, but not grouped outside of 3-year range.							
Kratzer	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Physical Support	3 to 5	3	0.2

Program Position #66

Operator: School District

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
OMS	A Middle School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	11 to 14	16	1

Program Position #67

Operator: School District

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
PHS	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	14 to 21	10	1
Justification: Students are case-managed by the same teacher, but not grouped outside of 3-year range.							

Program Position #68

Operator: School District

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Parkway Manor	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	5 to 11	28	1
Justification: Students are case-managed by the same teacher, but not grouped outside of 3-year range.							

Program Position #69

Operator: School District

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Schnecksville Elementary	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	5 to 11	30	0.75

Justification: Students are case-managed by the same teacher, but not grouped outside of 3-year range.							
Kernsville	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	5 to 11	5	0.25
Justification: Students are case-managed by the same teacher, but not grouped outside of 3-year range.							

Program Position #70
Operator: School District
PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
SMS	A Middle School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	11 to 14	15	1

Program Position #71
Operator: Intermediate Unit
PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Parkway Manor Elementary	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Deaf and Hearing Impaired Support	8 to 12	6	1
Justification: Case-management only. Students do not receive support in groups beyond a 3-year range.							

Program Position #72 - Proposed Program
Operator: Intermediate Unit
PROPOSED PROGRAM INFORMATION
Type: ClassandPosition
Implementation Date: September 2, 2014
Average square feet in regular classrooms: 800 sq. ft.
Square footage of this classroom: 840 sq. ft. (24 feet long x 35 feet wide)
PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
SMS	A Middle School Building	A building in which General Education programs are operated	Itinerant	Deaf and Hearing Impaired Support	12 to 14	6	1

Program Position #73
Operator: Intermediate Unit
PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
PHS	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Deaf and Hearing Impaired Support	15 to 17	11	1

Program Position #74
  Operator: Intermediate Unit
  PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
OMS	A Middle School Building	A building in which General Education programs are operated	Itinerant	Blind or Visually Impaired Support	14 to 14	1	0.02
Kratzer	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Blind or Visually Impaired Support	6 to 8	3	0.1
SMS	A Middle School Building	A building in which General Education programs are operated	Itinerant	Blind or Visually Impaired Support	12 to 14	2	0.13
Parkway Manor	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Blind or Visually Impaired Support	9 to 9	1	0.02
PHS	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Blind or Visually Impaired Support	19 to 19	1	0.13

Program Position #75
  Operator: Intermediate Unit
  PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Cetronia	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Deaf and Hearing Impaired Support	8 to 10	2	0.2
Fogelsville	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Deaf and Hearing Impaired Support	5 to 9	2	0.04
Justification: Case management only. Students are not provided support in groups beyond 3-year range.							
Ironton	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Deaf and Hearing Impaired Support	6 to 6	1	0.03

Jaindl	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Deaf and Hearing Impaired Support	10 to 10	1	0.01
Kernsville	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Deaf and Hearing Impaired Support	8 to 10	2	0.04
Kratzer	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Deaf and Hearing Impaired Support	8 to 8	1	0.12
OMS	A Middle School Building	A building in which General Education programs are operated	Itinerant	Deaf and Hearing Impaired Support	11 to 13	3	0.13
Parkway Manor	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Deaf and Hearing Impaired Support	9 to 10	2	0.08
SMS	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Deaf and Hearing Impaired Support	11 to 14	4	0.03
Justification: Case management only. Students are not provided support in groups beyond 3-year range.							

Program Position #76

Operator: Intermediate Unit

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
PHS	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Deaf and Hearing Impaired Support	15 to 18	6	0.56

Program Position #77 - Proposed Program

Operator: Intermediate Unit

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: September 2, 2014

Average square feet in regular classrooms: 640 sq. ft.

Square footage of this classroom: 858 sq. ft. (22 feet long x 39 feet wide)

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Parkway Manor	An Elementary School	A building in which General Education	Full-Time Special Education	Multiple Disabilities Support	6 to 8	6	1

	Building	programs are operated	Class					

Program Position #78 - Proposed Program

      Operator: School District

      PROPOSED PROGRAM INFORMATION

          Type: Class

          Implementation Date: September 2, 2014

          Average square feet in regular classrooms: 700 sq. ft.

          Square footage of this classroom: 700 sq. ft. (28 feet long x 25 feet wide)

      PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Parkland High School	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Autistic Support	15 to 18	6	1

Special Education Support Services

Support Service	Location	Teacher FTE
Supervisor Special Education	District wide	1
Supervisor Special Education	District wide	1
School Psychologist	Elementary Schools(Cetronia, Fogelsville,Ironton, Kernsville, Kratzer, Jaindl, Parkway Manor, Schnecksville)	3
School Psychologist	Springhouse and Orefield Middle Schools	2
School Psychologist	Parkland High School	2
Special Education Coordinator	Parkland High School	1
Pupil Services Coordinator K-8	Elementary and Middle Schools	1
Director of Student Services	District Wide	1
Home and School Visitor	District Wide	1
Autistic Support Consultant	District Wide	1
Behavior Specialist	District Wide	1
Paraprofessionals	District wide	57
Teaching Assistants	District wide	59
Guidance Counselors	Parkland High School	9
Guidance Counselor	Springhouse Middle School	3

Guidance Counselor	Orefield Middle School	3
Guidance Counslor	Elementary Schools	8

Special Education Contracted Services

Special Education Contracted Services	Operator	Amt of Time per Week
Occupational Therapy Services	Intermediate Unit	119 Hours
Physical Therapy	Intermediate Unit	37.5 Hours
Adaptive Physical Education	Intermediate Unit	6.5 Hours
Blind/Visually Impairment teacher -itinerant	Intermediate Unit	3 Hours
Deaf/Hard of Hearing teacher - itinerant	Intermediate Unit	25 Hours
Interpreters	Intermediate Unit	90 Hours
Audiology	Intermediate Unit	18 Hours
Orientation and Mobility	Intermediate Unit	1 Hours
Work Based Learning	Intermediate Unit	5 Days
Academic Center LCTI Itinerant Learning Support	Intermediate Unit	150 Minutes
Career Alternative Program(CAP) Itinerant Emotional Support	Intermediate Unit	300 Minutes
Itinerant Emotional Support LCTI	Intermediate Unit	150 Minutes

District Level Plan

Special Education Personnel Development

Autism

Description	7/1/14 to 6/30/14
	Year 1 (7/1/2014 - 6/30/2014)
	1. "Overview of Autism Spectrum Disorders" Training
	Content: overview of ASD, model of inclusion of ASD students in PSD, role of autistic support consulting teacher in PSD and protocol for accessing autistic support in PSD.
	Presenter: Autistic Support Consulting Teacher
	Implementation Date: September, 2014-during one of the new teacher induction orientation sessions
	Hours per session: 1 hour
	# of sessions: 1
	Training Format: Whole group
	Participants: newly hired staff
	Grade level: all
	1. "ABLLS Progress Monitoring" Training
	Content: Opportunity for staff working with ABLLS progress monitoring to

discuss target skills and share instructional materials and strategies.

Presenter: Autistic Support Consulting Teacher

Implementation Dates: 3 times throughout the school year-Fall, Winter, Spring

Hours per session: 2 hours

# of sessions: 3

Training Format: series of workshops offered as academy classes

Participants: LS staff, paraprofessionals, teaching assistants, parents

Grade level: all

1. "VIZZLE for Students with Autism" Training

Content: Opportunity for participants to create and share VIZZLE activities related to student's IEP goals and general common core standards.

Presenter: HS Learning Support Teacher-Life Skills Class (Mrs. Keifer) and/or consultant from the VIZZLE Company.

Implementation Dates: 3 times throughout the school year-Fall, Winter, Spring

Hours per session: 2

# of sessions: 3

Training Format: series of workshops offered as academy classes

Participants: LS staff, paraprofessionals, teaching assistants, parents

Grade level: all

SE Plan Input-Autism

Training   2

1. <u>"Transitional Planning for Special Needs Students at the HS level" Training</u>

Content: Opportunity to learn and discuss transitional planning for high school special needs students. Presentation of options for various courses of study at PSD and cooperative community based programs

Presenter: Secondary Special Education Coordinator/Supervisor and various resource personnel from community based programs (including LCTI, Work Based Learning, OVR, LCCC program, Project Search, etc.)

Implementation Date: Fall, 2014

Hours per session: 2 hours

# of sessions: 1

Training Format: whole group

Participants: Parents

Grade level: 9th-12th

1. <u>"I Pad/I Pod Apps for Autism" Training</u>

Content: Opportunity to explore and explain apps that are effective to use with students with ASD.

Presenter: Autistic Support Consulting Teacher and Technology Paraprofessional

Implementation Date: Fall, 2014

Hours per session: 3 hours

# of sessions: 1

Training Format: whole group; academy class

Participants: Staff and parents

Grade level: all

Year 2 (7/1/2015-6/30/2016) and Year 3 (7/1/2016-6/30/2017)

Repeating the trainings in Year 1 plus:

1. "Social Skills for ASD students" Training

                                                                3

Content: Presentation of effective social skills strategies for students with ASD

Presenter: Autistic Support Consulting Teacher and Speech Teacher

Implementation Date: Fall

Hours per session: 2-3

# of sessions: 1

Training Format: whole group-as academy class

Participants: staff and parents

Grade level: all

1. <u>"Visual Strategies for ASD students" Training</u>

Content: Presentation of Visual Strategies Workshop by Linda Hodgdon and discussion of visual strategies that are effective for students with ASD.

Presenter: Autistic Support Consulting Teacher and Speech Teacher

Implementation Date: Fall

Hours per session: 2-3

# of sessions: 2

Training Format: whole group-as academy class

Participants: staff and parents

Grade level: all

1. <u>"Behavioral Strategies for ASD students" Training</u>

Content: Presentation of behavioral strategies that are useful with ASD students

Presenter: Behavior Specialist and Autistic Support Consulting Teachers

Implementation Date: Winter

Hours per session: 2-3

# of sessions: 1

Training Format: whole group-as academy class

Participants: staff and parents

	Grade Level: all
Person Responsible	Autisitic Support Consultant, Behavior Support Consultant, Special Education Administration
Start Date	7/1/2014
End Date	6/30/2017
Program Area(s)	Professional Education, Special Education, Student Services, Educational Technology

Professional Development Details

Hours Per Session	3.0
# of Sessions	13
# of Participants Per Session	20
Provider	Autistic Support and Behavior specialist consultants
Provider Type	School Entity
PDE Approved	No
Knowledge Gain	This is an optional narrative for Special Education.
Research & Best Practices Base	This is an optional narrative for Special Education.
For classroom teachers, school counselors and education specialists	Enhances the educator's content knowledge in the area of the educator's certification or assignment. Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students. Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making. Empowers educators to work effectively with parents and community partners.
For school or LEA administrators, and other educators seeking leadership roles	Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards. Provides leaders with the ability to access and use appropriate data to inform decision-making.

Training Format	Series of Workshops Professional Learning Communities
Participant Roles	Classroom teachers Principals / Asst. Principals School counselors Paraprofessional Classified Personnel New Staff Other educational specialists Related Service Personnel
Grade Levels	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
Follow-up Activities	Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers Creating lessons to meet varied student learning styles Peer-to-peer lesson discussion Lesson modeling with mentoring Joint planning period activities
Evaluation Methods	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. Classroom student assessment data Portfolio

Behavior Support

Description	Year 1 (6/30/2014-7/1/2015) Professional development training: Transporting Students with Challenging Behaviors

	• Review recognized exceptionalities in Pennsylvania
	• Strategies for dealing with students that exhibit challenging behaviors on the bus
	• Case study and open discussion
	Year 2 (7/2/2015-6/30/2016) and 3 (7/1/2017)
	Professional development training: <u>Dealing with Students that Exhibit Challenging Behaviors</u>
	• Review recognized exceptionalities in Pennsylvania
	• What is Emotional Disturbance (ED) and how is a student identified as ED?
	• What does an Emotional Support class look like?
	• Strategies for dealing with students that exhibit challenging behaviors
	• Data collection
Person Responsible	Behavior Specialist , District psychologists and administrators
Start Date	7/1/2014
End Date	6/30/2017
Program Area(s)	Professional Education, Special Education, Student Services

Professional Development Details

Hours Per Session	3.0
# of Sessions	3
# of Participants Per Session	20
Provider	Behavior Specialist, psychologist
Provider Type	School Entity
PDE Approved	No
Knowledge Gain	This is an optional narrative for Special Education.

Research & Best Practices Base	This is an optional narrative for Special Education.
For classroom teachers, school counselors and education specialists	Enhances the educator's content knowledge in the area of the educator's certification or assignment. Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.
For school or LEA administrators, and other educators seeking leadership roles	Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards. Provides leaders with the ability to access and use appropriate data to inform decision-making.
Training Format	Series of Workshops School Whole Group Presentation Department Focused Presentation
Participant Roles	Classroom teachers School counselors Paraprofessional Classified Personnel New Staff Other educational specialists Related Service Personnel Parents
Grade Levels	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
Follow-up Activities	Creating lessons to meet varied student learning styles Peer-to-peer lesson discussion Lesson modeling with mentoring

Evaluation Methods	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.
	Classroom student assessment data
	Participant survey

Paraprofessional

Description	
	Year 1: 7/1/2014-6/30/2015

Special education support staff will have the opportunity to complete professional development throughout the school year and in the summer months. Staff will be able to sign up and keep a running tally of hours electronically on the districts CPE Tracker system. Each staff member will have a log in ID and password to utilize to keep an individual portfolio. Professional development needs of the district and staff will be monitored by Curriculum and Instruction and district administrators with designated staff input thorough a survey format. Areas to be focused on are: district Initiatives, IEP implementation, CPR and CPI training, dealing with behaviors across all levels

During the 2013/15 school year, professional development for our support staff would focus on roles and responsibilities of the paraprofessional and teaching assistant in the classroom , implementing inclusionary practices, addressing reading , writing and math needs across all levels, independent learners.   Our support staff would also have access to the many technology based workshops offered by the district

The Curriculum and Instruction department along with the designated special education district administrator, building principals and designated assistant principals will monitor development of the professional development workshops along with completion of hours.

Implementation start and completion date: July 1, 2014 - June 30 2015 |

Hours per session: 1-3 hours per session

Number of participants per session: minimum of 10 participants for district workshop

Provider: PATTAN, District, Intermediate unit, Community Agency workshops , format approved workshops

Training Format: district , whole group , level and building based, series of workshops, live webinar, archived webinars with follow up discussion, podcasts,

Participants: paraprofessionals, teaching assistants, administrators, specialists

Grade levels: Kindergarten – Transition age

Year 2: 7/1/2015-6/30/2016

Special education support staff will continue to have the opportunity to complete professional development throughout the school year and in the summer months. Staff will continue to sign up and keep a running tally of hours electronically on the districts CPE Tracker system. Each staff member will have a log in ID and password to utilize to keep an individual portfolio. Professional development needs of the district and staff will be monitored by Curriculum and Instruction and district administrators with designated staff input thorough a survey format. Areas to be focused on are: district Initiatives, IEP implementation, CPR and CPI training, dealing with behaviors across all levels

 During this second year of our professional development our support staff would continue with professional development in the area of improved academic skills with a focus on independence and fostering that independence among our students. SUpport staff would also be introduced to the understanding of the academic, social , emotional needs associated with children and young adults on the Autism spectrum.

The Curriculum and Instruction department along with the designated special

education district administrator, building principals and designated assistant principals will monitor development of the professional development workshops along with completion of hours.

Implementation start and completion date: July 1, 2015 - June 30 2016

Hours per session: 1-3 hours per session

Number of participants per session: minimum of 10 participants for district workshop

Provider: PATTAN, District, Intermediate unit, Community Agency workshops, PDE approved workshops will be implemented.

Training Format: district wide , whole group , level and building based, series of workshops, live webinar, archived webinars with follow up discussion, podcasts created by IU, PATTAN and district ,

Participants: paraprofessionals, teaching assistants, administrators, specialists

Grade levels: Kindergarten – Transition age

Year 3: 7/1/2016 - 6/30/2017

Special education support staff will have the opportunity to complete professional development throughout the school year and in the summer months. Staff will be able to sign up and keep a running tally of hours electronically on the districts CPE Tracker system. Each staff member will have a log in ID and password to utilize to keep an individual portfolio. Professional development needs of the district and staff will be monitored by Curriculum and Instruction and district administrators with designated staff input thorough a survey format. Areas to be focused on are: district Initiatives, IEP implementation, CPR and CPI training, dealing with behaviors across all levels

 In this third and final year of this professional development plan, support staff would focus on data collection and how to properly assist teachers in progress monitoring. They also would have opportunities to participate in continued

trainings regarding our students on the spectrum.

The Curriculum and Instruction department along with the designated special education district administrator, building principals and designated assistant principals will monitor development of the professional development workshops along with completion of hours.

Implementation start and completion date: June 30 2016 - June 30 2017

Hours per session: 1-3 hours per session

Number of participants per session: minimum of 10 participants for district workshop

Provider: PATTAN, District, Intermediate unit, Community Agency workshops, PDE approved workshops

Training Format: district , whole group , level and building based, series of workshops, live webinar, archived webinars with follow up discussion, podcasts,

Participants: paraprofessionals, teaching assistants, administrators, specialists

Grade levels: Kindergarten – Transition age

Person Responsible	District staff and administration
Start Date	7/1/2014
End Date	6/30/2017
Program Area(s)	Professional Education, Special Education, Student Services

Professional Development Details

Hours Per Session	3.0
# of Sessions	6
# of Participants Per Session	20
Provider	district staff
Provider Type	School Entity
PDE Approved	No
Knowledge Gain	This is an optional narrative for Special Education.
Research & Best Practices Base	This is an optional narrative for Special Education.
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.
For school or LEA administrators, and other educators seeking leadership roles	Empowers leaders to create a culture of teaching and learning, with an emphasis on learning. Instructs the leader in managing resources for effective results.
Training Format	LEA Whole Group Presentation Series of Workshops Live Webinar Department Focused Presentation
Participant Roles	Classroom teachers Paraprofessional
Grade Levels	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
Follow-up Activities	Team development and sharing of content-area lesson

	implementation outcomes, with involvement of administrator and/or peers
	        Creating lessons to meet varied student learning styles
	        Peer-to-peer lesson discussion
	        Joint planning period activities

Evaluation Methods	Classroom student assessment data Participant survey

Reading NCLB #1

Description	*YEAR 1 (6/30/2014-7/1/2015):* A. *Special education teachers K-12 will be trained on how to interpret STAR data and reports. These reports will be shared at progress monitoring meetings with the building grade level teams and core teams. Reports shared with parents at conferences and IEP meetings to show student progress in reading.* B. *Special education teachers and para professionals K-3 will be trained on LLI.* *YEAR 2 (7/2/2015-6/30/2016):* A. *High School Learning support teachers will be trained on project based assessments associated with the Keystone English Assessments* B. *District Administrators will provide information on Keystones and project based assessments to parent of learning support students.* *YEAR 3 (7/1/2016-6/30/2017):* A. *Train elementary LS staff on new reading program.* B. *Professional development at secondary level for strategies to improve learning support students' English Keystone success.*

Person Responsible	Director of Student Services, Special Education Supervisor, Director of Curriculum and Instruction and Supervisor of Secondary Curriculum
Start Date	7/1/2014
End Date	6/30/2017
Program Area(s)	Professional Education, Special Education

Professional Development Details

Hours Per Session	6.0
# of Sessions	5
# of Participants Per Session	20
Provider	District staff, IU staff, Administrators
Provider Type	School Entity
PDE Approved	No
Knowledge Gain	This is an optional narrative for Special Education.
Research & Best Practices Base	This is an optional narrative for Special Education.
For classroom teachers, school counselors and education specialists	Enhances the educator's content knowledge in the area of the educator's certification or assignment. Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students. Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.
For school or LEA administrators, and other educators seeking leadership roles	Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.
Training Format	Series of Workshops Podcast Professional Learning Communities
Participant Roles	Classroom teachers Paraprofessional New Staff

	Other educational specialists Parents
Grade Levels	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
Follow-up Activities	Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers Creating lessons to meet varied student learning styles Lesson modeling with mentoring
Evaluation Methods	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. Student PSSA data Standardized student assessment data other than the PSSA Classroom student assessment data

Transition

Description	
	Year 1 - Provide a description of the proposed implementation step and evidence that will indicate the step has been implemented. A. Secondary Special Education teachers will be provided training in the development of IEP transition goals that align with college and career readiness initiatives. 1. Person Responsible for Managing and Monitoring the Implementation

Step: Special Education Supervisor and Special Education Coordinators

2. Implementation Start Date: July 2014

3. Target Completion Date: December 2014

4. Proposed cost/funding: $3,200 for teacher substitutes to attend the training

5. Professional Development Details

   a. Hours Per Session: 6 hours

   b. # of Sessions: Teachers to attend one of three separate full day sessions

   c. # of participants per session: 11

   d. Provider: PSD Student Services administrators

   e. Provider type: School entity

   f. PDE Approved (Y/N): Y

   g. Training Format : Whole group instruction with a two hour work session.

   h. Participants : secondary special education teachers.

   i. Grade levels: 6th to 12th

A. Parkland School District staff and community members and parents will be invited to attend the Community Resource Fair, which will include over 60 agency representatives.

1. Person Responsible for Managing and Monitoring the Implementation Step: Director of Student Services

2. Implementation Start Date: May 2015

3. Target Completion Date: May 2015

4. Proposed cost/funding: $0

5. Professional Development Details

    a. Hours Per Session: 3 hours

    b. # of Sessions: 1

    c. # of participants per session: No limit

    d. Provider: Parkland School District and the Lehigh Valley Center for Independent Living

    e. Provider type: School entity and non-profit organization

    f. PDE Approved (Y/N): Y

    g. Training Format : Individual agency representative information presentations

    h. Participants: Parkland staff, community members, parents

    i. Grade levels: 6th to 12th

A. Parkland School District staff community members and parents will be invited to attend a College and Career Readiness workshop (financial aid, disability supports, transition to college life, and vocational supports).

a. Person Responsible for Managing and Monitoring the Implementation Step:Parkland High School Principal and Guidance Department Chairperson

b. Implementation Start Date: October 2014

c. Target Completion Date: October 2014

d. Proposed cost/funding: $0

e. Professional Development Details

f. Hours Per Session: 3 hours

g. # of Sessions: 5 (attendees will be able to attend up to two 1.5 hour

sessions)

h. # of participants per session: No limit

i. Provider: Parkland School District, post-secondary school representatives, county agency representatives

j. Provider type: School entity, colleges, and county agencies

k. PDE Approved (Y/N): Y

l. Training Format: Individual agency representative information presentations

m. Participants : Community members and parents

n. Grade levels: 9th to 12th

Year 2 - Provide a description of the proposed implementation step and evidence that will indicate the step has been implemented.

A. Secondary Special Education teachers will be provided training in the area utilizing transition planning tools and assessments to assist students in post-secondary goal setting (college, career, technical school, etc.).

1. Person Responsible for Managing and Monitoring the Implementation Step: Special Education Supervisor and Special Education Coordinators

2. Implementation Start Date: July 2015

3. Target Completion Date: June 2016

4. Proposed cost/funding: $0

5. Professional Development Details

    a. Hours Per Session: 6 hours

    b. # of Sessions: 4

    c. # of participants per session: 32

d. Provider: PSD Student Services administrators, school counselors, and school psychologists

e. Provider type: School entity

f. PDE Approved (Y/N): Y

g. Training Format : Webinar

h. Participants : Secondary special education teachers and school counselors

i. Grade levels: 6th to 12th

A. Parkland School District staff and community members and parents will be invited to attend the Community Resource Fair, which will include over 60 agency representatives.

1. Person Responsible for Managing and Monitoring the Implementation Step: Director of Student Services

2. Implementation Start Date: May 2016

3. Target Completion Date: May 2016

4. Proposed cost/funding: $0

5. Professional Development Details

a. Hours Per Session: 3 hours

b. # of Sessions: 1

c. # of participants per session: No limit

d. Provider: Parkland School District and the Lehigh Valley Center for Independent Living

e. Provider type: School entity and non-profit organization

f. PDE Approved (Y/N): Y

g. Training Format : Individual agency representative information

presentations

    h.   Participants: Parkland staff, community members, parent

    i.   Grade levels: 6th to 12th

A. Parkland School District staff community members and parents will be invited to attend a College and Career Readiness workshop (financial aid, disability supports, transition to college life, and vocational supports).

1. Person Responsible for Managing and Monitoring the Implementation Step: Parkland High School Principal and Guidance Department Chairperson

2. Implementation Start Date: October 2015

3. Target Completion Date: October 2015

4. Proposed cost/funding: $0

5. Professional Development Details

a. Hours Per Session: 3 hours

b. # of Sessions: 5 (attendees will be able to attend up to two 1.5 hour sessions)

c. # of participants per session: No limit

d. Provider: Parkland School District, post-secondary school representatives, county agency representatives

e. Provider type: School entity, colleges, and county agencies

f. PDE Approved (Y/N): Y

g. Training Format: Individual agency representative information presentations

h. Participants : Community members and parents

i.   Grade levels: 9th to 12th

Year 3 - Provide a description of the proposed implementation step and evidence that will indicate the step has been implemented.

    A. Secondary Special Education teachers will be provided training in the area of developing student self-advocacy and independence.

    1. Person Responsible for Managing and Monitoring the Implementation Step: Special Education Supervisor and Special Education Coordinators

    2. Implementation Start Date: July 2016

    3. Target Completion Date: June 2017

    4. Proposed cost/funding: $7,400 (trainer fees and substitute costs)

    5. Professional Development Details

    a. Hours Per Session: 6 hours

    b. # of Sessions: 4

    c. # of participants per session: 32

    d. Provider: Transition coordinator

    e. Provider type: IU, district, PaTTAN

    f. PDE Approved (Y/N): Y

    g. Training Format: Series of workshops

    h. Participants : Secondary special education teachers and administrators

    i. Grade levels: 6th to 12th

B Parkland School District staff and community members and parents will be invited to attend the Community Resource Fair, which will include over 60 agency representatives.

1. Person Responsible for Managing and Monitoring the Implementation Step: Director of Student Services

2. Implementation Start Date: May 2017

3. Target Completion Date: May 2017

4. Proposed cost/funding: $0

5. Professional Development Details

a. Hours Per Session: 3 hours

b. # of Sessions: 1

c. # of participants per session: No limit

d. Provider: Parkland School District and the Lehigh Valley Center for Independent Living

e. Provider type: School entity and non-profit organization

f. PDE Approved (Y/N): Y

g. Training Format: Individual agency representative information presentations

h. Participants: Parkland staff, community members, parent

i. Grade levels: 6th to 12th

C. School District staff community members and parents will be invited to attend a College and Career Readiness workshop (financial aid, disability supports, transition to college life, and vocational supports).

1. Person Responsible for Managing and Monitoring the Implementation Step: Parkland High School Principal and Guidance Department Chairperson

2. Implementation Start Date: October 2017

3. Target Completion Date: October 2017

	4. Proposed cost/funding: $0
	5. Professional Development Details
	a. Hours Per Session: 3 hours
	b. # of Sessions: 5 (attendees will be able to attend up to two 1.5 hour sessions)
	c. # of participants per session: No limit
	d. Provider: Parkland School District, post-secondary school representatives, county agency representatives
	e. Provider type: School entity, colleges, and county agencies
	f. PDE Approved (Y/N): Y
	g. Training Format: Series of workshops
	h. Participants: Community members and parents
	i. Grade levels: 9th to 12th
Person Responsible	District staff, administration, PaTTAN
Start Date	7/1/2014
End Date	6/30/2017
Program Area(s)	Professional Education, Special Education, Student Services

Professional Development Details

Hours Per Session	6.0
# of Sessions	24
# of Participants Per Session	20
Provider	District staff
Provider Type	School Entity
PDE Approved	No
Knowledge Gain	This is an optional narrative for Special Education.
Research & Best Practices Base	This is an optional narrative for Special Education.

For classroom teachers, school counselors and education specialists	Enhances the educator's content knowledge in the area of the educator's certification or assignment. Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students. Empowers educators to work effectively with parents and community partners.
For school or LEA administrators, and other educators seeking leadership roles	Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards. Instructs the leader in managing resources for effective results.
Training Format	Series of Workshops Live Webinar Department Focused Presentation
Participant Roles	Classroom teachers Principals / Asst. Principals School counselors Paraprofessional Other educational specialists Related Service Personnel Parents
Grade Levels	Middle (grades 6-8) High (grades 9-12)
Follow-up Activities	Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers Peer-to-peer lesson discussion
Evaluation Methods	Participant survey Portfolio Transition plans

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 Roberta Marcus on 4/28/2014

Board President

Affirmed by Richard Sniscak on 4/24/2014

Chief School Administrator

Parkland SD Action Plans

Goal #1:	Establish a district system that fully ensures each member of the district community promotes, enhances and sustains a shared vision of positive school climate and ensures family and community support of student participation in the learning process.				
Strategies	Parent Survey				
Start	End	Implementation Step Title	Description		Responsible
11/6/2015	1/15/2016	Parent Survey to access both the district and individual building level of communication.	A district survey will be established to access the parent of the school district as to their level of communication between the district offices and individual school buildings. The survey will colect data on the various curricular, and co-curricular programs offered in the district.		Rod Troutman
Goal #2:	Establish a district system that fully ensures consistent implementation of standards aligned curricula across all schools for all students.				
Strategies	Development of a district wide assessment calendar. Team Collaboration Meetings and Core Team Meetings				
Start	End	Implementation Step Title	Description		Responsible
2/2/2015	10/30/2015	Elementary Math Screener	A team will select and implement a screener for elementary mathematics.		Curriculum and Instruction, Student Services and Technology departments
2/1/2016	11/30/2016	Elementary Math Interventions	A team will identify and implement math interventions to meet the needs determined by the math universal screener at the elementary level.		Curriculum and Instruction, Student Services and Technology departments
9/1/2014	6/19/2015	Professional Development Committee	A PD commitee will be formed to look at the following: Focused PD that meets the needs of our staff, accountability and evaluation of PD.		Kelly Rosario
9/15/2014	6/16/2017	Professional Development on Data Driven Differentiated Instruction	A focus of PD for the district will be to increase the use of differentiated instruction for all classrooms in the Parkland School District.		Kelly Rosario

Parkland SD Action Plans

Start	End	Implementation Step Title	Description	Responsible
9/8/2014	6/16/2017	Walkthroughs	Administrators will conduct walkthroughs to monitor the implementation of differentiated instruction in the classroom with a focus on the Danielson Framework for Teaching.	Kelly Rosario
9/8/2014	6/16/2017	Data Discussions	During PLCs or team meetings, time will be spend to analyze the data tied to our common assessments. After analysis of the data, plans will be developed and shared to support the various levels of learners in a classroom.	Principals

Goal #3: Establish a district system that fully ensures the consistent implementation of effective instructional practices across all classrooms in each school.

Strategies Common Assessment within Grade/Subject

Differentiating Instruction

Start	End	Implementation Step Title	Description	Responsible
2/2/2015	6/30/2015	Implementation of a secondary universal screener and progress monitoring tool	After analysis of current and new screening resources, implement the best tool to identify the needs of students and monitor their progress. Provide professional development for the new resource.	Curriculum and Student Services and Technology departments
9/1/2016	6/30/2017	Implementarion of interventions for secondary literacy and mathematics	A team will identify and implement interventions for secondary students who need additional resources in literacy and mathematics.	Student Services, Curriculum and Instruction and Technology departments
9/1/2014	1/30/2015	Scheduling for Interventions at the Secondary Level	A team will look at the middle school and high school schedule to identify time for intervention during the school day at the secondary level.	Curriculm and Instruction and Student Services Departments
2/2/2015	10/30/2015	Elementary Math Screener	A team will select and implement a screener for elementary mathematics.	Curriculum and Instruction, Student Services and Technology departments

Start	End	Implementation Step Title	Description	Responsible
2/1/2016	11/30/2016	Elementary Math Interventions	A team will identify and implement math interventions to meet the needs determined by the math universal screener at the elementary level.	Curriculum and Instruction, Student Services and Technology departments
9/2/2014	6/19/2015	High School Instructional Supervisor	The C & I department will work closely with the newly established instructional supervisor to target areas of need and embed PD into the clasroom environment.	Kelly Rosario
9/15/2014	6/16/2017	Professional Development on Data Driven Differentiated Instruction	A focus of PD for the district will be to increase the use of differentiated instruction for all classrooms in the Parkland School District.	Kelly Rosario
9/8/2014	6/16/2017	Walkthroughs	Administrators will conduct walkthroughs to monitor the implementation of differentiated instruction in the classroom with a focus on the Danielson Framework for Teaching.	Kelly Rosario
9/8/2014	6/16/2017	Data Discussions	During PLCs or team meetings, time will be spend to analyze the data tied to our common assessments. After analysis of the data, plans will be developed and shared to support the various levels of learners in a classroom.	Principals

Goal #4:	Establish a district system that fully ensures professional development is focused, comprehensive and implemented with fidelity.			
Strategies	Instructional Coaching			
	Substantial Professional Development			

Start	End	Implementation Step Title	Description	Responsible
9/1/2014	6/19/2015	Professional Development Committee	A PD commitee will be formed to look at the following: Focused PD that meets the needs of our staff, accountability and evaluation of PD.	Kelly Rosario

Parkland SD Action Plans

Start	End	Implementation Step Title	Description	Responsible
9/2/2014	6/19/2015	High School Instructional Supervisor	The C & I department will work closely with the newly established instructional supervisor to target areas of need and embed PD into the clasroom environment.	Kelly Rosario
6/13/2013	8/16/2013	Revise the Mentor component of New Teacher Induction	In order to provide the best support for our new teachers, we will revisit the mentor program to ensure they are providing adequate support. We plan to meet on a bi-annual basis with the mentor teachers.	Kelly Rosario and Pamela Kelly

Goal #5: **Establish a district system that fully ensures students who are academically at risk are identified early and are supported by a process that provides interventions based upon student needs and includes procedures for monitoring effectiveness.**

Strategies **Data Analysis Procedures, Data-Informed Instruction, Data Teams & Data Warehousing**
Instructional Conversations
Full Day Kindergarten

Start	End	Implementation Step Title	Description	Responsible
9/1/2014	1/30/2015	Evaluation of current and new secondary resources	Review Study Island to determine capabilities for a universal screener and progress monitoring. Review additional screening instruments and determine the best tool to identify the needs of secondary students.	Central Office Staff and Building Principals
2/2/2015	6/30/2015	Implementation of a secondary universal screener and progress monitoring tool	After analysis of current and new screening resources, implement the best tool to identify the needs of students and monitor their progress. Provide professional development for the new resource.	Curriculum and Student Services and Technology departments
9/1/2016	6/30/2017	Implementarion of interventions for secondary literacy and mathematics	A team will identify and implement interventions for secondary students who need additional resources in literacy and mathematics.	Student Services, Curriculum and Instruction and Technology departments
9/1/2014	1/30/2015	Scheduling for Interventions at the Secondary Level	A team will look at the middle school and high school schedule to identify time for intervention during the school day at the secondary level.	Curriculm and Instruction and Student Services Departments

Parkland SD Action Plans

2/2/2015	10/30/2015	Elementary Math Screener	A team will select and implement a screener for elementary mathematics.	Curriculum and Instruction, Student Services and Technology departments
2/1/2016	11/30/2016	Elementary Math Interventions	A team will identify and implement math interventions to meet the needs determined by the math universal screener at the elementary level.	Curriculum and Instruction, Student Services and Technology departments
9/1/2015	6/30/2016	Investigation of Full Day Kindergarten	A team will investigate and explore options for extending Kindergarten to the full day to ensure there is time for intervention and deep understanding of the Kindergarten PA Core Standards.	Curriculum and Instruction, Student Services and Technology departments
9/5/2016	6/30/2017	Planning and sharing plans for Full Day Kindergarten	A year will be spent detail planning for Full Day Kindergarten. In addition, plans will begin to be shared with faculty, parents and the community.	Curriculum and Instruction, Student Services and Technology departments
9/5/2017	6/29/2018	Design specifications for an Early Literacy Center	A team will design functional specifications for an early literacy center.	Curriculum and Instruction, Student Services and Technology departments

Goal #1: Establish a district system that fully ensures each member of the district community promotes, enhances and sustains a shared vision of positive school climate and ensures family and community support of student participation in the learning process.	**$0.00**
Goal #2: Establish a district system that fully ensures consistent implementation of standards aligned curricula across all schools for all students.	**$70,000.00**
Goal #3: Establish a district system that fully ensures the consistent implementation of effective instructional practices across all classrooms in each school.	**$120,000.00**
Goal #4: Establish a district system that fully ensures professional development is focused, comprehensive and implemented with fidelity.	**$0.00**
Goal #5: Establish a district system that fully ensures students who are academically at risk are identified early and are supported by a process that provides interventions based upon student needs and includes procedures for monitoring effectiveness.	**$110,000.00**
Minus Multipurpose Implementation Steps	**$0.00**
Total Projected Cost	**$300,000.00**

Goal #1:	**Establish a district system that fully ensures each member of the district community promotes, enhances and sustains a shared vision of positive school climate and ensures family and community support of student participation in the learning process.**	
Strategies	**Parent Survey**	
Parent Survey to access both the district and individual building level of communication.		$0.00
	Goal #1 Total	$0.00
Goal #2:	**Establish a district system that fully ensures consistent implementation of standards aligned curricula across all schools for all students.**	
Strategies	**Development of a district wide assessment calendar.**	
	Team Collaboration Meetings and Core Team Meetings	
Elementary Math Screener	020 - CURRICULUM DEVELOPMENT AND INSTRUCTIONAL IMPROVEMENT SERVICES	$30,000.00
Elementary Math Interventions	040 - INSTRUCTIONAL MATERIALS SERVICES	$30,000.00
Professional Development Committee		$0.00
Professional Development on Data Driven Differentiated Instruction	050 - CONTINUING PROFESSIONAL EDUCATION SERVICES	$10,000.00
Walkthroughs		$0.00
Data Discussions		$0.00
	Goal #2 Total	$70,000.00
Goal #3:	**Establish a district system that fully ensures the consistent implementation of effective instructional practices across all classrooms in each school.**	
Strategies	**Common Assessment within Grade/Subject**	
	Differentiating Instruction	
Implementation of a secondary universal screener and progress monitoring tool	020 - CURRICULUM DEVELOPMENT AND INSTRUCTIONAL IMPROVEMENT SERVICES	$20,000.00
Implementarion of interventions for secondary literacy and mathematics	040 - INSTRUCTIONAL MATERIALS SERVICES	$30,000.00
Scheduling for Interventions at the Secondary Level		$0.00
Elementary Math Screener	020 - CURRICULUM DEVELOPMENT AND INSTRUCTIONAL IMPROVEMENT SERVICES	$30,000.00
Elementary Math Interventions	040 - INSTRUCTIONAL MATERIALS SERVICES	$30,000.00
High School Instructional Supervisor		$0.00
Professional Development on Data Driven Differentiated Instruction	050 - CONTINUING PROFESSIONAL EDUCATION SERVICES	$10,000.00
Walkthroughs		$0.00
Data Discussions		$0.00
	Goal #3 Total	$120,000.00
Goal #4:	**Establish a district system that fully ensures professional development is focused, comprehensive and implemented with fidelity.**	
Strategies	**Instructional Coaching**	
	Substantial Professional Development	
Professional Development Committee		$0.00
High School Instructional Supervisor		$0.00

Revise the Mentor component of New Teacher Induction		$0.00
	Goal #4 Total	$0.00
Goal #5: **Establish a district system that fully ensures students who are academically at risk are identified early and are supported by a process that provides interventions based upon student needs and includes procedures for monitoring effectiveness.** **Strategies** **Data Analysis Procedures, Data-Informed Instruction, Data Teams & Data Warehousing** **Instructional Conversations** **Full Day Kindergarten**		
Evaluation of current and new secondary resources		$0.00
Implementation of a secondary universal screener and progress monitoring tool	020 - CURRICULUM DEVELOPMENT AND INSTRUCTIONAL IMPROVEMENT SERVICES	$20,000.00
Implementarion of interventions for secondary literacy and mathematics	040 - INSTRUCTIONAL MATERIALS SERVICES	$30,000.00
Scheduling for Interventions at the Secondary Level		$0.00
Elementary Math Screener	020 - CURRICULUM DEVELOPMENT AND INSTRUCTIONAL IMPROVEMENT SERVICES	$30,000.00
Elementary Math Interventions	040 - INSTRUCTIONAL MATERIALS SERVICES	$30,000.00
Investigation of Full Day Kindergarten		$0.00
Planning and sharing plans for Full Day Kindergarten		$0.00
Design specifications for an Early Literacy Center		$0.00
	Goal #5 Total	$110,000.00