

PARKLAND SCHOOL  
DISTRICT

**District Level Plan**

07/01/2019 – 06/30/2022

# District Profile

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## Demographics

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

## 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 stakeholders 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 make-up 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 2017 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 Google Doc 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, 2019-2022.

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 2019-2022. On November 6, 2017, 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 May 23, 2018 district planning meeting. The district team also reviewed the data obtained from the district needs assessment results.

The committee then heard presentations from each building principal as to what the building planning committees obtained from a review of building needs assessment data. The building principals 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 that will become part of the districts overall focus for the Comprehensive Plan.

Finally, it was decided that the district planning committee meet and building principals update their individual accomplishments and concerns. The district level administrators agreed to present the Core Foundation accomplishments and concerns and the overall district committee created common accomplishments and concerns were to be presented at the May 23, 2017 District and School Planning meeting. These became the basis of the School District Improvement Plan for 2019-2022.

The district planning committee met on May 23, 2018 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 18, 2018 seeking their approval to submit the 2019-2022 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:**

Parkland School District's mission is to create a safe and secure environment that promotes social and academic growth for all learners. Parkland strives to 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 comprehensive educational experience includes trusting partnerships between the local community, families, schools, businesses, and the global society at large.

##### Safety/ Well Being

- All students and staff have the right to a safe learning environment.
- A well-rounded educational experience requires a safe learning environment, a secure school, and community that is rich with positive role models.
- A safe and positive school environment includes character education, good citizenship, including digital 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, and prepares students for college and/or career.
- 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, equity and creativity in the classroom, school, community and in life.
- Effective K-12 education provides diverse learning experiences to prepare all students for success in their career pathways.
- A well-rounded learning experience includes fostering awareness of inter-personal skills and developing the 21st Century Skills to promote collaboration, critical thinking, communication and creativity among all learners.

## Instruction:

- Effective instruction is data driven and personalized 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 is flexible and blends technology with existing best practices to enrich teaching and learning.
- Effective instruction begins with comprehensive and on-going professional development to prepare all staff to provide authentic instruction through inquiry.

## 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 60,300. 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 (2017-2018)**

Parkland High School	3,179
Orefield Middle School	949
Springhouse Middle School	1,298
Cetronia Elementary School	575
Fogelsville Elementary School	574
Ironton Elementary School	377
Fred J. Jaendl	648
Kernsville Elementary School	385
Kratzer Elementary School	469
Parkway Manor Elementary School	569
Schnecksville Elementary School	408
<b>Total students K-12</b>	<b>9,431</b>

**DISTRICT PERSONNEL**

Teachers	648
Paraprofessionals/Teaching Asst.	213
Administrators	63
Non-Instructional Employees	526
<b>Total Personnel</b>	<b>1,450</b>

**DISTRICT NUMBERS**

**2017-2018 School Budget    \$172, 335,581**

**2017-2018 Teacher Starting Salary            \$ 52,990 Bachelor's**

**\$ 61,054 Master's**

**STUDENT DATA**

% Eligible for Free/Reduced Lunch:	25.2%
% Receiving Special Education Services:	15.0%
% Receiving Gifted Education Services:	7.3%
Diversity of Student Body	
White	65.6%
Hispanic	14.3%
African American	4.0%
Asian	12.3%
All Others	3.8%

## 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 and approved by the Board of Directors for each school year. These goals are reviewed and approved by 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/School Board Retreat** has been an annual event for the past 18 years in the Parkland School District. Each year, either a "State of the District" report is reviewed with the Parkland School Directors or when topics are specific to the "State of the District" such as enrollment growth or capital project needs a retreat format with the School Board is established. Presentations are made by the Superintendent of Schools, the Assistant Superintendent of Schools and all cabinet members who have a specific role in the presentation. These presentations are both reflective and visionary in nature focusing on the district's educational initiatives and academic achievements or school facilities management.
- **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 is 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. Each of our school also conduct emergency management walkthroughs so to gain valuable safety and security suggestions from our first responders. Parkland has also approved a District-Wide Safety Administrator in charge of district security plans and implementation.

- **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 device to school and connect to the Parkland Network. Parkland will completed its one-to-one student computer program by the end of the 2018-2019 school year.
- **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. The Direct of Professional Development has also made available online professional development through Honuit and other online platforms to better meet the needs of a growing staff.
- **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. A 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. This was a goal of the Comprehensive Plan 2015-2018, and the expansion of the New Teacher Induction Program has been in effect since 2017.
- **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 resources, including energy. In early 2014, the district embarked on an experimental program sponsored by PPL Electric Utilities, to reduce the consumption of electricity and save the district Kilowatt hours, the associated dollars that go with that effort and in general become, and encourage all stakeholders including staff, students, parents and the Parkland community as a whole, to become better stewards of the environment. The first three years of the program proved to be quite successful. It is now our goal to expand those efficiencies into a fourth year of the program and increase and improve upon the savings we can realize.

### **AUTHORITY**

As identified early on in our Continuous Energy Improvement Program, district Superintendent will continue to function as our Energy Sponsor, providing support for the program as needed. A district Energy Champion will oversee and coordinate activities throughout the district while each school will continue to have a designated school Energy Champion who shall coordinate events/activities through a Green Team comprised of building staff, students and parents.

### **DELEGATION OF RESPONSIBILITY**

To assist the Superintendent and provide additional support to the district Energy Champion, a Core Team comprised of the Assistant Superintendent, Assistant to the Superintendent for Operations, the Director of School Services and the Orefield Principal (original pilot school leader) will continue to provide leadership for the program.

### **GUIDELINES**

Each school Energy Team will meet monthly, with meeting minutes distributed to every other schools Energy Champion and a quarterly summary of these meetings compiled for review by the Core Team.

### **OBJECTIVES**

The Continuous Energy Improvement Program will continue to focus primarily on two separate, but equally important areas of district operations:

**Mechanical/Operational** – Ensure that when purchasing new and/or replacement equipment the life cycle cost of such equipment is evaluated and considered. Also, inspection of, evaluation and replacement of-when needed-the effective operational settings/functioning of all existing equipment will continue to be critical.

**Behavioral/Cultural** – Establish best practices relative to conservation of all kinds. On-going training of all stakeholders is imperative, and therefore will be scrutinized continuously to ensure optimal understanding of our efforts and results.

## Planning Committee

Name	Role
Barbara Ganguzza	Administrative Assistant : Professional Education
Karen Aulio	Administrator : Professional Education
Jeff Bartman	Administrator : Professional Education
Scott Bartman	Administrator : Professional Education
Tim Chorones	Administrator : Professional Education
Karen Dopera	Administrator : Professional Education
Michael Gehringer	Administrator : Professional Education
Crystal George	Administrator : Professional Education
Jamie Giaquinto	Administrator : Professional Education
Todd Gombos	Administrator : Professional Education
Rob Holmes	Administrator : Professional Education
Pam Kelly	Administrator : Professional Education
Terry Meehan	Administrator : Professional Education
Michelle Minotti	Administrator : Professional Education
James Moniz	Administrator : Professional Education
Tony Naradko	Administrator : Professional Education
Monica Ouly-Uhl	Administrator : Professional Education
John Pfeiffer	Administrator : Professional Education
Jude Sandt	Administrator : Professional Education
Diana Schantz	Administrator : Professional Education
Kurt Schreefer	Administrator : Professional Education
Lori Seier	Administrator : Professional Education
Tracy Smith	Administrator : Professional Education
Richard Sniscak	Administrator : Professional Education
Tamara Stavenski-Bennick	Administrator : Professional Education
Tom Stoudt	Administrator : Professional Education
Val Strock	Administrator : Professional Education
Alison Thompson	Administrator : Professional Education
Rodney Troutman	Administrator : Professional Education
David Kennedy	Board Member : Professional Education
Lisa Roth	Board Member : Professional Education
Mike Butz	Business Representative : Professional Education
Doug Leonzi	Business Representative : Professional Education

Buddy Lesavoy	Business Representative : Professional Education
Janis Pany	Business Representative : Professional Education
Karen Falise	Community Representative : Professional Education
Murtuza Jaffer	Community Representative : Professional Education
Neha Laud	Community Representative : Professional Education
Laurie Lebo	Community Representative : Professional Education
Buddy Lesavoy	Community Representative : Professional Education
David Keppel	Director of School Services : Professional Education
Andrew Kravelik	Ed Specialist - Instructional Technology : Professional Education
Lisa Nyce	Ed Specialist - Instructional Technology : Professional Education
Greg Parlo	Ed Specialist - Instructional Technology : Professional Education
Christine Bankos	Ed Specialist - School Counselor : Professional Education
Kathy Gross	Ed Specialist - School Counselor : Professional Education
Elaine Letoski	Ed Specialist - School Counselor : Professional Education
Brandi McFarland	Ed Specialist - School Counselor : Professional Education
Kelly Scurci-Neth	Ed Specialist - School Counselor : Professional Education
Lynda Strohl	Ed Specialist - School Counselor : Professional Education
Lisa Wolfe	Ed Specialist - School Counselor : Professional Education
Lynne Moller	Ed Specialist - School Nurse : Professional Education
Brian Barone	Ed Specialist - School Psychologist : Professional Education Special Education
Steve Matulevicius	Ed Specialist - School Psychologist : Professional Education

Ann Anderson	Elementary School Teacher - Regular Education : Professional Education
Christina Apgar-Doll	Elementary School Teacher - Regular Education : Professional Education
Jacque Cteamer	Elementary School Teacher - Regular Education : Professional Education
Kathy Dalrymple	Elementary School Teacher - Regular Education : Professional Education
Tina Doll	Elementary School Teacher - Regular Education : Professional Education
Traci Falco	Elementary School Teacher - Regular Education : Special Education
Michael Frew	Elementary School Teacher - Regular Education : Professional Education
Michelle Geczi	Elementary School Teacher - Regular Education : Professional Education
Sandy Hardy	Elementary School Teacher - Regular Education : Professional Education
Carol Hurley	Elementary School Teacher - Regular Education : Professional Education
Marcie Kuhns	Elementary School Teacher - Regular Education : Professional Education
Megan Lesser	Elementary School Teacher - Regular Education : Professional Education
Melissa Marcia	Elementary School Teacher - Regular Education : Professional Education
Dolorea McNair	Elementary School Teacher - Regular Education : Professional Education
Michelle Moser	Elementary School Teacher - Regular Education : Professional Education
Nancy Nahrgang	Elementary School Teacher - Regular Education : Professional Education
Kelly Richenbaker	Elementary School Teacher - Regular Education : Professional Education
Daniel Ryan	Elementary School Teacher - Regular Education : Professional Education
Julie Schultz	Elementary School Teacher - Regular Education : Professional Education
Jennifer Sicinski	Elementary School Teacher - Regular Education : Professional Education

Meghan Thomas	Elementary School Teacher - Regular Education : Professional Education
Sarah Weaber	Elementary School Teacher - Regular Education : Professional Education
Sara Marsh	Elementary School Teacher - Special Education : Special Education
Rebecca Miltenberger	Elementary School Teacher - Special Education : Special Education
Leigh Navarre	Elementary School Teacher - Special Education : Special Education
Ali Rosenberger	Elementary School Teacher - Special Education : Special Education
Christine Sarnicky	Elementary School Teacher - Special Education : Special Education
William Schooch	Hall Monitor : Professional Education
Jane Coronati	High School Teacher - Regular Education : Professional Education
Michelle Gannon	High School Teacher - Regular Education : Professional Education Schoolwide Plan
Timothy Schwarz	High School Teacher - Regular Education : Professional Education
Melodie Stinner	High School Teacher - Regular Education : Professional Education
Amy New	High School Teacher - Special Education : Special Education
Corey Bergstein	Instructional Coach/Mentor Librarian : Professional Education
Mathew DeFazio	Instructional Coach/Mentor Librarian : Professional Education
Nikki Gelfo	Instructional Coach/Mentor Librarian : Professional Education
Andrea Marzano	Instructional Coach/Mentor Librarian : Professional Education
Diane Nolfie	Instructional Coach/Mentor Librarian : Professional Education
Kathy Pearson	Instructional Coach/Mentor Librarian : Professional Education
Ruth Tice	Instructional Coach/Mentor Librarian : Professional Education
Phyllis Grice	Instructional Technology Director/Specialist :

	Professional Education
JR Renna	Instructional Technology Director/Specialist : Professional Education
Joelle Strahler	Intermediate Unit Staff Member : Professional Education
Josh Abrams	Middle School Teacher - Regular Education : Professional Education
Jill Berrigan	Middle School Teacher - Regular Education : Professional Education
Matt Brown	Middle School Teacher - Regular Education : Professional Education
Tom Bryant	Middle School Teacher - Regular Education : Professional Education
Jim Haines	Middle School Teacher - Regular Education : Professional Education
Steve Hoffman	Middle School Teacher - Regular Education : Professional Education
Lisa Kadar	Middle School Teacher - Regular Education : Professional Education
Barry Kushner	Middle School Teacher - Regular Education : Professional Education
Karen Lauser	Middle School Teacher - Regular Education : Professional Education
Dana Mancini	Middle School Teacher - Regular Education : Professional Education
Amy Miller	Middle School Teacher - Regular Education : Professional Education
Carlos Montes	Middle School Teacher - Regular Education : Professional Education
Sandy Rhodes	Middle School Teacher - Regular Education : Professional Education
Samantha Schultz	Middle School Teacher - Regular Education : Professional Education
Maria Serina	Middle School Teacher - Regular Education : Professional Education
Marcia Stay	Middle School Teacher - Regular Education : Professional Education
Elsa Benincasa	Middle School Teacher - Special Education : Special Education
Brian Fulmer	Middle School Teacher - Special Education : Special

	Education
Erica Lutri	Middle School Teacher - Special Education : Special Education
Patrick Murphy	Middle School Teacher - Special Education : Special Education
Peter Pizzuto	Middle School Teacher - Special Education : Special Education
Katie Auriemma	Parent : Special Education
Leslie Billowitch	Parent : Professional Education
Gina Clifton	Parent : Professional Education
Molly Cygan	Parent : Professional Education
Tori Duff	Parent : Professional Education
Paul Frantz	Parent : Professional Education
Michael Frew	Parent : Professional Education
Melodie Gallagher	Parent : Professional Education
Linda Gallo	Parent : Professional Education
Dawn George	Parent : Professional Education
Monica Gutman	Parent : Professional Education
Cindy James	Parent : Professional Education
Anita Kapoor	Parent : Professional Education
Melissa Leonzi	Parent : Professional Education
Joanna Midgett	Parent : Professional Education
Meredith Miller	Parent : Professional Education
Meredith Miller	Parent : Professional Education
Kristine Neel	Parent : Professional Education
Deb Newhard	Parent : Professional Education
Hilda Patton	Parent : Professional Education
Wendy Pursell	Parent : Professional Education
Carrie Weaknecht	Parent : Professional Education
Deb Wiener	Parent : Professional Education
Beverly Wilkinson	Parent : Professional Education
Cherise Yee	Parent : Professional Education
Sandi Gackenbach	PEA Associations President : Professional Education
Darvin Faust	School Resource Officer : Professional Education
Darina Fisher	Special Education Director/Specialist : Professional Education
Elizabeth Moyer	Special Education Director/Specialist : Professional Education

Andrew Weber	Special Education Director/Specialist : Special Education
Marge Evans	Student Curriculum Director/Specialist : Professional Education
Jason Henry	Student Curriculum Director/Specialist : Professional Education
Diane Neikam	Student Curriculum Director/Specialist : Professional Education
Kelly Rosario	Student Curriculum Director/Specialist : Professional Education
Stephanie Franke	Student Services Director/Specialist : Professional Education
Kelsi Page	Title I : Professional Education

# Core Foundations

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## Standards

### *Mapping and Alignment*

#### Elementary Education-Primary Level

Standards	Mapping	Alignment
Arts and Humanities	Accomplished	Accomplished
Career Education and Work	Developing	Developing
Civics and Government	Accomplished	Accomplished
PA Core Standards: English Language Arts	Accomplished	Accomplished
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Needs Improvement	Needs Improvement
PA Core Standards: Mathematics	Accomplished	Accomplished
Economics	Accomplished	Accomplished
Environment and Ecology	Accomplished	Accomplished
Family and Consumer Sciences	Accomplished	Accomplished
Geography	Accomplished	Accomplished
Health, Safety and Physical Education	Accomplished	Accomplished
History	Accomplished	Accomplished
Science and Technology and Engineering Education	Accomplished	Accomplished
Alternate Academic Content Standards for Math	Accomplished	Accomplished
Alternate Academic Content Standards for Reading	Accomplished	Accomplished
American School Counselor Association for Students	Accomplished	Accomplished
Early Childhood Education: Infant – Toddler - Second Grade	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 committee has identified that the PA Core Literacy in Social Studies and Science is an area we would like to improve. We have curriculum aligned to PA standards; however, the focus on Social Studies and Science at this level has been overshadowed by many other initiatives. We are planning to realign and bring an integrated approach to addressing these standards.

### Elementary Education-Intermediate Level

Standards	Mapping	Alignment
Arts and Humanities	Accomplished	Accomplished
Career Education and Work	Developing	Developing
Civics and Government	Accomplished	Accomplished
PA Core Standards: English Language Arts	Accomplished	Accomplished
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Needs Improvement	Needs Improvement
PA Core Standards: Mathematics	Accomplished	Accomplished
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	Accomplished	Accomplished
Alternate Academic Content Standards for Reading	Accomplished	Accomplished
American School Counselor Association for Students	Accomplished	Accomplished
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 PA Core Literacy in Social Studies and Science is an area we would like to improve. We have curriculum aligned to PA standards, however, the focus on Social Studies and Science at this level has been overshadowed by many other initiatives. We are planning to realign and bring an integrated approach to addressing these standards.

### Middle Level

Standards	Mapping	Alignment
Arts and Humanities	Accomplished	Accomplished
Career Education and Work	Developing	Developing
Civics and Government	Accomplished	Accomplished
PA Core Standards: English Language Arts	Accomplished	Accomplished
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Accomplished	Accomplished
PA Core Standards: Mathematics	Accomplished	Accomplished
Economics	Accomplished	Accomplished
Environment and Ecology	Accomplished	Accomplished
Family and Consumer Sciences	Accomplished	Accomplished
Geography	Accomplished	Accomplished

Health, Safety and Physical Education	Accomplished	Accomplished
History	Accomplished	Accomplished
Science and Technology and Engineering Education	Accomplished	Accomplished
Alternate Academic Content Standards for Math	Accomplished	Accomplished
Alternate Academic Content Standards for Reading	Accomplished	Accomplished
American School Counselor Association for Students	Accomplished	Accomplished
English Language Proficiency	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

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

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

We would like to build a more positive school climate and continue the School Wide Positive Behavior culture that is already developed in K-8.

### *Adaptations*

#### **Elementary Education-Primary Level**

##### *Checked answers*

- Arts and Humanities
- Civics and Government
- PA 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

##### *Unchecked answers*

*None.*

#### **Elementary Education-Intermediate Level**

##### *Checked answers*

- Arts and Humanities
- Civics and Government
- PA 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

##### *Unchecked answers*

*None.*

#### **Middle Level**

##### *Checked answers*

- 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

*Unchecked answers*

*None.*

## **High School Level**

*Checked answers*

- 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

*Unchecked answers*

*None.*

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 change to stay aligned to the PA Academic Standards.

## **Curriculum**

### *Planned Instruction*

#### **Elementary Education-Primary Level**

<b>Curriculum Characteristics</b>	<b>Status</b>
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 tweak 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**

<b>Curriculum Characteristics</b>	<b>Status</b>
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 tweak 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.	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. Administrative teams meet regularly with professional staff to tweak 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.	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 tweak 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***

#### *Checked Answers*

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

#### *Unchecked Answers*

- Peer evaluation/coaching

#### *Regular Lesson Plan Review*

##### *Checked Answers*

- Not Reviewed

##### *Unchecked Answers*

- Administrators
- Building Supervisors
- Department Supervisors
- Instructional Coaches

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 My Learning Plan, 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 and implementing best practices. Grade level meetings with the Core team take place on a regular basis to discuss instructional practices and student progress. Each middle school has a Data and Instructional Specialist that continually works with team leaders and classroom teachers to review data and refine instruction. In addition, the Technology Integration Specialist works with all middle school teachers to assist them with the implementation of our Parkland Ready 21 Plan and our 1:1 initiative. At the high school level, there is an Instructional Supervisor and an Instructional Coach that work with Department Chairs to lead Professional Learning Communities focusing on data, content, and sharing classroom practices and teaching strategies.

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

Professional staff are not evaluated by peers, but peer coaching is in place at all levels in the form of Reading Specialists and RTII Teachers at the elementary level, Team Leaders, Data and Instructional Specialists and Technology Integrations Specialists at the middle level, and Instructional Supervisor, Instructional Coach, and Department Chairs at the high school level.

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 Domain 1 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**

<b>Instructional Practices</b>	<b>Status</b>
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.

Differentiation of instruction at the elementary level is implemented in various ways in order to meet the needs of students. 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. Groups are fluid and provide the opportunity for students to read text at the level that will best meet their needs at a given time. Many of our teachers differentiate math instruction within their classroom, but this is an area we are working to strengthen through professional development offerings. In addition, there is a 45 minute period built into every day for intervention or enrichment based on individual student needs. With the implementation of full day kindergarten, we have a 30 minute I/E block for Language Arts and a 20 minute I/E block for math daily during which time classroom teachers and Title1/DRP assistants provide additional support to students. 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**

<b>Instructional Practices</b>	<b>Status</b>
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.

In addition to all that is in place for the primary level, students in grades 3, 4, and 5 may participate in our accelerated math program, where the "jump" a grade and receive instruction above their current grade level. There is a screening process in place to identify candidates and qualifying students are further assessed to determine whether they are capable of skipping to the next grade level for math.

### 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.

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 grouped among the teams to enable support services to push in or pull out to meet the needs of the students. Differentiation occurs in some classrooms to better meet the varied ability levels of students; 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 a "Period X" built into the schedule to allow time for intervention or enrichment. The middle school implemented 1:1 initiative this year along with the addition of Schoology further enhancing differentiation of instruction.

### 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.

Students at the high school level are grouped by ability. Courses are offered at varied ability levels; college prep, gifted/high potential, and honors/AP. Math lab and NHS tutors are available every period and after school for any student 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. A remediation program is designed for any student that is unsuccessful with the Keystone.

### ***Recruitment***

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

The District's Human Resources Office advertises and recruits for open positions. There are numerous methods used to recruit candidates ranging from job postings on the district website, utilizing social media outlets such as Facebook and Twitter, to advertising in educational publications and contacting colleges directly. In addition, administrators attend job fairs each year in an effort to recruit top teachers from various colleges. We are also very 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***

<b>Course Completion</b>	<b>SY 19/20</b>	<b>SY 20/21</b>	<b>SY 21/22</b>
Total Courses	37.00	37.00	37.00
English	4.00	4.00	4.00
Mathematics	3.00	3.00	3.00
Social Studies	4.00	4.00	4.00
Science	3.00	3.00	3.00
Physical Education	4.00	4.00	4.00
Health	4.00	4.00	4.00
Music, Art, Family & Consumer Sciences, Career and Technical Education	6.00	6.00	6.00
Electives	9.00	9.00	9.00
Minimum % Grade Required for Credit (Numerical Answer)	60.00	60.00	60.00

### *Graduation Requirement Specifics*

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

#### *Checked answers*

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

#### *Unchecked answers*

- Locally approved and administered assessments, which shall be independently and objectively validated once every 6 years. Local assessments may be designed to include a variety of assessment strategies listed in § 4.52(c) and may include the use of one or more Keystone Exams. Except for replacement of individual test items that have a similar level of difficulty, a new validation is required for any material changes to the assessment. Validated local assessments must meet the following standards:
  - I. Alignment with the following State academic standards: English Language Arts (Literature and Composition); Mathematics (Algebra I) and Environment and Ecology (Biology).
  - II. Performance level expectations and descriptors that describe the level of performance required to achieve proficiency comparable to that used for the Keystone Exams.
  - III. Administration of the local assessment to all students, as a requirement for graduation, except for those exempted by their individualized education program under subsection (g), regarding special education students, or gifted individualized education plan as provided in § 16.32 (relating to GIEP).
  - IV. Subject to appropriations provided by law, the cost to validate local assessments shall be evenly divided between the school district, AVTS or charter school, including a cyber-charter school, and the Department. If the Department does not provide sufficient funding to meet its share, local assessments submitted for validation shall be deemed valid until a new validation is due to the Department.
  - V. The Department will establish a list of entities approved to perform independent validations of local assessments in consultation with the Local Assessment Validation Advisory Committee as provided in § 4.52(f).

VI. School boards shall only approve assessments that have been determined to meet the requirements of this subsection by an approved entity performing the independent validation. If a school district, AVTS or charter school, including a cyber-charter school, uses a local assessment that has not been independently validated, the Secretary will direct the school entity to discontinue its use until the local assessment is approved through independent validation by an approved entity.

- Completion of an Advanced Placement exam or International Baccalaureate exam that includes academic content comparable to the appropriate Keystone Exam at a score established by the Secretary to be comparable to the proficient level on the appropriate Keystone Exam.
- Not Applicable. Our LEA does not offer High School courses.

### *Local Assessments*

<b>Standards</b>	<b>WA</b>	<b>TD</b>	<b>NAT</b>	<b>DA</b>	<b>PSW</b>	<b>Other</b>
Arts and Humanities		X				
Career Education and Work					X	
Civics and Government		X				
PA Core Standards: English Language Arts		X				X
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects		X				X
PA 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				

## 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
Wonders Unit Assessment	X	X		
Wonders Quarterly Benchmark	X	X		
Algebra I Midterm			X	X
Biology Midterm				X
Literature Grade 10				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	
Math Benchmark	X	X		
Wonders Reading/Writing Benchmark	X	X		
Study Island Biology Benchmark				X

### Formative Assessments

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

### Diagnostic Assessments

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

### *Validation of Implemented Assessments*

<b>Validation Methods</b>	<b>EEP</b>	<b>E EI</b>	<b>ML</b>	<b>HS</b>
External Review				X
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 develop, 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 in 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 or teachers identify students' areas of weakness and specific needs, teachers use formative assessment to address the 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*

<b>Assessment Data Uses</b>	<b>EEP</b>	<b>EEI</b>	<b>ML</b>	<b>HS</b>
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 and middle school 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. Keystone remediation and summer tutoring is available to support students in achieving proficiency.

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

*This narrative is empty.*

### *Distribution of Summative Assessment Results*

<b>Distribution Methods</b>	<b>EEP</b>	<b>EEI</b>	<b>ML</b>	<b>HS</b>
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				

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. Social media celebrates academic achievement of district and schools.

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. Summative 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 utilizes assessments that benchmark student progress. 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. In addition to monitoring academic performance, all schools have Student Assistance Program Teams that monitor student social, emotional, and behavioral needs. Schools develop individual action plans to address areas of relative weakness or to enhance student success in all areas. Attendance is also closely monitored and student attendance improvement plans are implemented should they be deemed necessary.

At the elementary level, a response to intervention and instruction or multi-tiered system of support 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 implemented a daily 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. 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. All elementary schools also have trained Student Assistance Program teams to address social, emotional, and behavioral needs of students. Wellness programs are also incorporated into all elementary schools to enhance student health and understanding of proper nutrition and exercise. Career exploration activities start as early as kindergarten and progress throughout the elementary years via guidance lessons and curricular activities. All schools incorporate a schoolwide positive behavior program to encourage good behavior and promote a safe environment for all. Teachers in kindergarten and first grade are all trained in mindfulness and incorporate it into their classrooms to encourage self-awareness and behavioral control.

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 and STAR to determine which students are at benchmark and which are not. An intervention and enrichment period occurs four times out of a six day cycle to address individual student needs. 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. A data and instructional specialist as well as a reading specialist is assigned to each building to provide assistance to teachers and students. The student assistance program, counseling staff, and psychologists assist students who may have social emotional or substance abuse hurdles that impede their academic progress. Guidance lessons cover a variety of student issues which include but are not

limited to suicide awareness and prevention, career exploration, and drug/alcohol prevention. The middle schools have a strong anti-bullying program in place which follows the OLWEUS model.

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 math labs, tutors through the National Honor Society, and a variety of remedial courses that are designed to assist students 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 issues or social emotional concerns are assisted through a counseling staff, the Student Assistance Program teams, and psychological services. Various seminars are provided throughout the year to address student needs. Some of these seminars are coping with stress, resiliency training, and mindfulness techniques. A cyber program is also available to students who may need this type of instruction for various reasons.

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

### *Programs, Strategies and Actions*

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

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

Parkland School District does have a school-wide positive behavior support program at the elementary schools and middle schools. The high school will be exploring within 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.

An SRO officer is assigned to the high school and another officer is assigned to the middle schools. At the elementary level, currently two of the buildings have a resource officer via the township. The district has also 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.

### *Screening, Evaluating and Programming for Gifted Students*

**Describe your entity's awareness activities conducted annually to inform the public of the gifted education services and programs offered (newspaper, student handbooks, school website, etc.)**

The 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, benchmark assessments, state testing, and curriculum based assessments, teams of professionals are able to gather information to assist with gifted candidate identification. The results of these assessments are shared with parents via reports, phone calls and meetings. The district also promotes its gifted program in the student handbooks, website, newsletters, and course selection books. 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 and/or push in program which is differentiated into activities based upon the standards. The emphasis of the program is on developing higher order thinking skills, research skills, and problem solving. 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.

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

All schools have data teams which not only identify struggling students but also high achieving students. Screening comes through the analysis of various assessments such as universal screeners, benchmark assessments, state assessments, curriculum based assessments, and parent /teacher input. Parents are notified that their child has demonstrated exemplary performance which suggests that they may be in need of Gifted Education. During this process multiple data points are collected in order to pinpoint a student's academic, intellectual, and behavioral functioning.

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

Various academic assessments and parent/teach input are reviewed by the Gifted Identification Screening Team. A psychologist administers various assessments to determine IQ, achievement levels, strengths and needs. All information is shared and together the team determines eligibility along with the parent.

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

At the elementary level math acceleration is offered to eligible students as well as gifted pull-out and push in services. The language arts curriculum also has advanced leveled coursework and students also have computer assisted programs that progress at their rate of acquisition. At the middle school level, students have the ability to accelerate in math as well. Students also may participate in honors classes in English, Social Studies, and Science. The high school has an amazing array of opportunities for high achievers. There are numerous AP courses, honors courses, and gifted high potential courses. The high school also provides opportunities for students to dual enroll in local colleges for credit.

### *Developmental Services*

<b>Developmental Services</b>	<b>EEP</b>	<b>EEI</b>	<b>ML</b>	<b>HS</b>
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	X	X
Career Development/Planning	X	X	X	X
Coaching/Mentoring				X
Compliance with Health Requirements –i.e., Immunization	X	X	X	X
Emergency and Disaster Preparedness	X	X	X	X
Guidance Curriculum	X	X	X	X
Health and Wellness Curriculum	X	X	X	X
Health Screenings	X	X	X	X
Individual Student Planning	X	X	X	X
Nutrition	X	X	X	X
Orientation/Transition	X	X	X	X
RTII/MTSS	X	X	X	
Wellness/Health Appraisal	X	X	X	X

Explanation of developmental services:

### *Diagnostic, Intervention and Referral Services*

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

Explanation of diagnostic, intervention and referral services:

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 level, necessary accommodations and modifications to a student's educational program are identified via data collection and good communication with parents and teachers.. The Response to Intervention and Instruction (RTII) or MTSS model is followed. Teams utilize educational data to assess students' needs and recommend tiered interventions. A Multidisciplinary Evaluation (MDE) may also be utilized. This process 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 or a Chapter 15 service agreement is determined. 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 developed in each building. These procedures guide actions based upon potential threats and risks to the health, safety, and welfare of the school community. Further, district staff are 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. In addition, two elementary schools have resources officers and the other elementary schools have Police PAL programs in place whereby local police officers are welcome to visit the schools.

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 three school psychologists at the elementary level. All of the elementary buildings have teams that are SAP trained.

### 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 or a Chapter 15 Service Agreement 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 developed in each building. These procedures guide action based upon potential threats and risks to the health, safety, and welfare of the school community. Further, district staff are 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. 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. The middle school have 6.5 school counselors and two psychologist. The high school has eleven school counselors and two school psychologists 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.

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

### *Consultation and Coordination Services*

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

Explanation of consultation and coordination services:

A variety of professionals within Parkland School District oversee and engage 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 is 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 renders 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 Student Attendance Improvement Plan and citation for truancy. The district has partnered with K&S to provide families with assistance for improving attendance. 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 Kids Peace.

### *Communication of Educational Opportunities*

<b>Communication of Educational Opportunities</b>	<b>EEP</b>	<b>E EI</b>	<b>ML</b>	<b>HS</b>
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*

<b>Communication of Student Health Needs</b>	<b>EEP</b>	<b>EEL</b>	<b>ML</b>	<b>HS</b>
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 focused 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 teachers are provided team planning time in which student data is reviewed and analyzed. 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. Parents are provided access to student data and assignments through Home Access Center and Schoology. The middle has implemented a one to one initiative in which each student is provided a computer for both school and home use.

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 courses 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 Schoology.

### *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. Pre-K Counts is also located in one of our buildings as well as a few Early Intervention IU classrooms.

In addition, the YMCA offers "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, Build Your Amour Fitness Club, and student council also serve extracurricular functions at the elementary level. At the middle school an activity period is built into the schedule whereby students are encouraged to participate in self-selected enrichment opportunities. The middle school also has after school fitness programs and tutoring

sessions. At the high school, there are 67 clubs available for student participation. There is tutoring daily after school and during school.

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. At the high school a job fair is held in the spring for juniors and seniors to gain summer employment and possibly beyond.

The district provides a tutoring list to counselors, secretaries, and principals to forward to parents upon request.

### *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 programming. 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**

<b>Material and Resources Characteristics</b>	<b>Status</b>
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**

- 11 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 10,000 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 1:1
- 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.
- Cisco centrally managed wireless network (802.11ac)

#### **Elementary Schools**

- Libraries/media centers are now "smart" classrooms equipped with a mobile computer lab and a class set of Chromebooks for access to digital content; at the elementary level students may access books from home or school using the Follett eBook Library System. In addition, each media center now has a makerspace to foster more inquiry-based learning.
- 2 iPod Touch carts in each building
- 10-11 mobile carts per building; by 2019 these carts will be largely replaced by Chromebooks for each student in grades 2-5 and iPads for each student in grades K-1.
- Special area computers for art, music, gifted, learning support
- Variety of applications that integrate technology into the curriculum (e.g. ST Math, Wonders, STAR Reading Assessment Tool). All of our applications and practices are focused on expanding personalized learning options for students. All applications are now accessible to students and staff through our Single Sign-on (SSO) Portal known as CLEVER.

## Middle Schools

- 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. In addition, each media center now has a makerspace to foster more inquiry-based learning.
- 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 Schoology, NearPod, Google Docs, Microsoft Office 365, Read 180, Accelerated Reader, EduType, and Study Island. All applications are now accessible to students and staff through our Single Sign-on (SSO) Portal known as CLEVER.
- 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

- 1:1 computing environment starting in the Fall of 2018
- 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 included Schoology, NearPod, Google Docs, Microsoft Office 365, Read 180, Accelerated Reader, EduType, and Study Island. All applications are now accessible to students and staff through our Single Sign-on (SSO) Portal known as CLEVER.

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

- Libraries/media centers are now "smart" classrooms equipped with a mobile computer lab and a class set of Chromebooks for access to digital content; at the elementary level students may access books from home or school using the Follett eBook Library System. In addition, each media center now has a makerspace to foster more inquiry-based learning.
- 2 iPod Touch carts in each building
- 10-11 mobile carts per building; by 2019 these carts will be largely replaced by Chromebooks for each student in grades 2-5 and iPads for each student in grades K-1.
- Special area computers for art, music, gifted, learning support
- Variety of applications that integrate technology into the curriculum (e.g. ST Math, Wonders, STAR Reading Assessment Tool). All of our applications and practices are focused on expanding personalized learning options for students. All applications are now accessible to students and staff through our Single Sign-on (SSO) Portal known as CLEVER.

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

To address issues of digital equity, additional Chromebook carts will be added in the fall of 2018 and each elementary student will have access to a device by fall of 2019.

### 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	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	Developing

Provide explanation for processes used to ensure Accomplishment.

### Middle Schools

- To address issues of digital equity, and allow for more personalized learning for all students, each high school student was issued a Chromebook device in the fall of 2017.
- 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. In addition, each media center now has a makerspace to foster more inquiry-based learning.
- 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 Schoology, NearPod, Google Docs, Microsoft Office 365, Read 180, Accelerated Reader, EduType, and Study Island. All applications are now accessible to students and staff through our Single Sign-on (SSO) Portal known as CLEVER.
- 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

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

Through the Parkland Ready 21 initiative, a great deal of progress has been made to provide the materials and resources necessary to have a more rigorous and personalized learning experience for our students. Personalized computing is a model in which every student has his/her own personal learning device. The benefits of this approach include:

- Students can collaborate in real time and have access to information that is updated as it occurs.
- Teachers have automatic grading and data analytics, allowing them to tactically use their time where it is needed most – with students.
- Teachers will have to spend less time on scheduling carts of computers and can instead focus on what they do best – teach.
- Students can create, highlight, categorize, and keep their course materials in a variety of multimedia formats that are immediately available and searchable.
- Students with advanced skills are able to expand their skills and knowledge by working at their own pace.
- Students with learning differences are better able to keep pace with classmates because they can utilize technology to meet their individual learning needs. More information regarding this program can be found on our district website at <http://www.parklandsd.org/pr21>

### 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	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	Developing

Provide explanation for processes used to ensure Accomplishment.

### High School

- To address issues of digital equity, and allow for more personalized learning for all students, each high school student will be issued a Chromebook device in the fall of 2018.
- 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, 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:

Through the Parkland Ready 21 initiative, a great deal of progress has been made to provide the materials and resources necessary to have a more rigorous and personalized learning experience for our students. Personalized computing is a model in which every student has his/her own personal learning device. The benefits of this approach include:

- Students can collaborate in real time and have access to information that is updated as it occurs.
- Teachers have automatic grading and data analytics, allowing them to tactically use their time where it is needed most – with students.
- Teachers will have to spend less time on scheduling carts of computers and can instead focus on what they do best – teach.
- Students can create, highlight, categorize, and keep their course materials in a variety of multimedia formats that are immediately available and searchable.
- Students with advanced skills are able to expand their skills and knowledge by working at their own pace.
- Students with learning differences are better able to keep pace with classmates because they can utilize technology to meet their individual learning needs. More information regarding this program can be found on our district website at <http://www.parklandsd.org/pr21>

## *SAS Incorporation*

### Elementary Education-Primary Level

<b>Standards</b>	<b>Status</b>
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
PA Core Standards: English Language Arts	Full Implementation
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Full Implementation
PA Core Standards: Mathematics	Full Implementation
Economics	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**

<b>Standards</b>	<b>Status</b>
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
PA Core Standards: English Language Arts	Full Implementation
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Full Implementation
PA Core Standards: Mathematics	Full Implementation

Economics	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**

<b>Standards</b>	<b>Status</b>
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
PA Core Standards: English Language Arts	Full Implementation
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Full Implementation
PA Core Standards: Mathematics	Full Implementation
Economics	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
PA Core Standards: English Language Arts	Full Implementation
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Full Implementation
PA Core Standards: Mathematics	Full Implementation

Economics	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.*

### **Early Warning System**

The free PA Educator Dashboard Early Warning System and Intervention Catalog (PA EWS/IC) utilizes the metrics of Attendance, Behavior and Course grades to identify students who may be on a path to dropping out of school. Please indicate your selection of the following options.

*Not answered*

## **Professional Education**

### **Characteristics**

<b>District's Professional Education Characteristics</b>	<b>EEP</b>	<b>EEI</b>	<b>ML</b>	<b>HS</b>
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

<b>District's Professional Education Characteristics</b>	<b>EEP</b>	<b>EEI</b>	<b>ML</b>	<b>HS</b>
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. In addition, we offer various online PD opportunities for our staff. 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. Differentiated instruction and formative assessment are focus areas that directly impact teaching and learning. 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 growing areas of need is helping our teachers with personalizing instruction and incorporating 21st Century Skills into the classroom. Collaboration, Creativity, Critical Thinking and Communication are critical skills our students need to be successful in life. Through results from a Clarity Bright Bytes, this has been identified as an area of focus moving forward. Inquiry based education supports these skills. Focusing PD on inquiry based learning will support both personalized learning and 21st Century Skills.

### ***Educator Discipline Act 126, 71***

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

<b>Questions</b>
The LEA has conducted the required training on:
8/28/2013 In addition, new staff complete this training as a requirement when they are hired.
The LEA plans to conduct the required training on approximately:
8/29/2018 Start the next cycle of mandated reporter training

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

<b>Questions</b>
The LEA has conducted the training on:
9/1/2015 One hour PD provided
8/30/2016 One hour PD provided
The LEA plans to conduct the training on approximately:
8/28/2018 One hour PD planned
8/27/2019 One hour PD planned
9/1/2020 Start the next cycle of suicide awareness PD for staff

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

<b>Questions</b>
The LEA has conducted the training on:
9/1/2015 One hour PD provided
8/30/2016 One hour PD provided
The LEA plans to conduct the training on approximately:
8/28/2018 One hour PD planned
8/27/2019 One hour PD planned
9/1/2020 Start the next cycle of child exploitation awareness PD for staff

### *Strategies Ensuring Fidelity*

#### *Checked answers*

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

#### *Unchecked answers*

- An implementation evaluation is created, based upon specific expectations related to changes in teacher practice, which is used to validate the overall effectiveness of the professional development initiative.
- Professional Education is evaluated to show its impact on teaching practices and student learning.

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

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 areas 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. We started this process by creating a walkthrough form for administrators to use when monitoring instruction in their schools. To further this process, we'd like to have continued conversations with building level administrators to ensure they have the training necessary to monitor the effectiveness of a professional development initiative.

### *Induction Program*

#### *Checked answers*

- Inductees will know, understand and implement instructional practices validated by the LEA as known to improve student achievement.
- Inductees will assign challenging work to diverse student populations.
- Inductees will know the basic details and expectations related to LEA-wide initiatives, practices, policies and procedures.
- Inductees will know the basic details and expectations related to school initiatives, practices and procedures.
- Inductees will be able to access state curriculum frameworks and focus lesson design on leading students to mastery of all state academic standards, assessment anchors and eligible content (where appropriate) identified in the LEA's curricula.
- Inductees will effectively navigate the Standards Aligned System website.
- Inductees will know and apply LEA endorsed classroom management strategies.
- Inductees will know and utilize school/LEA resources that are available to assist students in crisis.
- Inductees will take advantage of opportunities to engage personally with other members of the faculty in order to develop a sense of collegiality and camaraderie.

*Unchecked answers**None.*

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. All new professional staff receive some sort of mentorship. Even if they have already been through a formal induction process and they are not new to teaching, if they are new to Parkland, they are assigned a mentor to assist them through their first year as a Parkland teacher. The district is working to transition all induction paperwork, PD and accountability to an online course in Schoology. In addition, our new staff meets face to face monthly with various district leaders for added support.

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

*This narrative is empty.****Needs of Inductees****Checked answers*

- Frequent observations of inductee instructional practice by supervisor to identify needs.
- Regular meetings with mentors or coaches to reflect upon instructional practice to identify needs.
- Student PSSA data.
- Standardized student assessment data other than the PSSA.
- Classroom assessment data (Formative & Summative).
- Inductee survey (local, intermediate units and national level).
- Review of inductee lesson plans.
- Review of written reports summarizing instructional activity.
- Submission of inductee portfolio.
- Knowledge of successful research-based instructional models.
- Information collected from previous induction programs (e.g., program evaluations and second-year teacher interviews).

*Unchecked answers*

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

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. If an employee has participated in another induction program, we review these on an individual basis and determine if credit is awarded for time spent in another induction program. We house previous documentation in their personnel file.

Provide a brief explanation for strategies not selected and your 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 and encouraged, we would like to strengthen this part of the New Teacher Induction program. We plan to require at least two observations in the first year of teaching in Parkland. Conversations with the building principals will encourage them to support this aspect of induction and provide the necessary coverage to accomplish this goal. We'd like to expand those observations to allow our coaches and specialists opportunities to observe the new teacher and provide feedback.

***Mentor Characteristics****Checked answers*

- Pool of possible mentors is comprised of teachers with outstanding work performance.
- Potential mentors have similar certifications and assignments.
- Potential mentors must model continuous learning and reflection.
- Potential mentors must have knowledge of LEA policies, procedures and resources.
- Potential mentors must have demonstrated ability to work effectively with students and other adults.

- Potential mentors must be willing to accept additional responsibility.
- Mentors must complete mentor training or have previous related experience (e.g., purpose of induction program and role of mentor, communication and listening skills, coaching and conferencing skills, problem-solving skills and knowledge of adult learning and development).
- Mentors and inductees must have compatible schedules so that they can meet regularly.

*Unchecked answers*

*None.*

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

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. Mentors are required to be trained and learn the expectations of being a mentor. If needed, the mentor teachers meet with the Director of HR and the Director of Curriculum, Instruction and Professional Development mid-year to help support their work.

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

*This narrative is empty.*

### ***Induction Program Timeline***

<b>Topics</b>	<b>Aug-Sep</b>	<b>Oct-Nov</b>	<b>Dec-Jan</b>	<b>Feb-Mar</b>	<b>Apr-May</b>	<b>Jun-Jul</b>
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 and Evaluating the 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 submits 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, 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)

#### *Checked answers*

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

#### *Unchecked answers*

*None.*

## Special Education

### *Special Education Students*

Total students identified: **1456**

### *Identification Method*

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

Parkland School District (PSD) follows federal and state regulatory guidelines in assessing and identifying students as having one or more of the 13 school-age exceptionalities recognized in Pennsylvania. For the identification of a Specific Learning Disability (SLD), PSD uses the discrepancy model, by which there needs to exist a severe discrepancy between the student's intellectual ability and academic achievement that is not the result of an intellectual disability, emotional disturbance, or other factors such as visual, hearing or motor disabilities, or of environmental, cultural, or economic disadvantage.

While a parent, guardian, or any member of a student's educational team can request an evaluation for Chapter 14 (Special Education) services, referrals are typically made through one of the district's multi-tiered system of support (MTSS) processes. These pre-referral processes involve universal screening and benchmark testing of all students, as well as more frequent data collection for targeted students. Through regular data-analysis and team collaboration, students are identified for direct intervention in the regular education setting and monitored regularly to evaluate progress. If progress is insufficient, the MTSS team refers the student for Chapter 14 testing. Upon receipt of written consent from the student's parent or caregiver, a school psychologist coordinates and oversees the MDE process. The MDE team may consist of, but is not limited to, the school psychologist, school counselor, nurse, reading specialist, special education teacher, regular education teacher, related service providers, the parent/guardian, and the student. Upon completion of a Multidisciplinary Evaluation (MDE), Special Education supports and services are recommended if the team determines that the student, (1) has a school-age disability, and (2) will be unable to obtain meaningful educational benefit without specially designed instruction.

### *Enrollment*

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

The data is publicly available via the PennData website. You can view your most recent report. The link is:

<https://penndata.hbg.psu.edu/PublicReporting/DataataGlance/tabid/2523/Default.aspx>

According to the 2016-2017 Special Education Data Report, PSD reported a total special education enrollment of 1,422 students, or 15.3% of the total enrollment of 9,309, which is slightly below the state average of 16.5% special education enrollment. Below are district percentages of special education enrollment by disability, as they compare to state averages.

Autism: 9.4% PSD, 10.7% PA  
 Deaf-Blindness: --- PSD, 0% PA  
 Emotional Disturbance: 4.1% PSD, 8.5% PA  
 Hearing Impairment Including Deafness: 1.5% PSD, 1.0% PA  
 Intellectual Disability: 2.6% PSD, 6.5% PA  
 Multiple Disabilities: 1.2% PSD, 1.1% PA  
 Orthopedic Impairment: -- % PSD, 0.2% PA  
 Other Health Impairment: 12.7% PSD, 14.9% PA  
 Specific Learning Disability: 47% PSD, 41.8% PA  
 Speech and Language Impairment: 21.2.4% PSD, 14.7% PA  
 Traumatic Brain Injury: --- PSD, .2% PA  
 Visual Impairment Including Blindness: --- PSD, 0.4% PA

While there is disproportionality between the state and district enrollment percentages for students with Emotional Disturbance, Specific Learning Disability, and Speech and Language Impairment, the district is confident in the validity of its evaluation and identification process. These differences are thought to be a reflection of the community populations that comprise the district, and not an issue of invalid identification procedures. ***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, a meeting is coordinated to establish open and on-going collaboration, and to ensure that students are expediently enrolled and placed in the district upon arrival at the 1306 facility. For students who reside at KidsPeace National Center for Children in Crisis, a residential treatment facility (RTF) within the District's boundaries, PSD maintains a PDE-approved agreement with KidsPeace and Salisbury Area School District (SASD) by which SASD assumes the general host district responsibilities.

2. Upon student arrival in a 1306 facility and registration at the student's neighborhood school, PSD works in close collaboration with caseworkers and agencies to ensure a smooth and seamless a process, to the maximum extent possible. If the student is indicated as having an Individualized Education Program, or other services as the result of a disability, the district immediately requests records from the previous educational entity and conducts a review to determine the most appropriate placement for the provision of comparable services, in the least restrictive environment possible. If it is determined that additional data is needed in order to provide a free and appropriate public education (FAPE), the district will initiate the evaluation or re-evaluation process, while providing comparable services in the interim-time between evaluation, determination, and program recommendation.
  
3. It is not uncommon for an agency to have incomplete educational records, and obtaining them from past entities continues to be an ongoing difficulty with Section 1306 students, perhaps due to the transient nature of this unique population. Additionally, determining who has educational rights and making sure that the right people are able to participate in the placement process can sometimes be a significant challenge. There are times, for example, that a parent continues to have educational rights but is not able to be located in order to participate and provide the necessary consent. In these circumstances, the district works with the 1306 staff and any caseworkers and agencies involved in order to enroll and program for the student as quickly as possible.

### *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).

While there currently are no correctional facilities within the District's boundaries, PSD complies with section 1306.2(a) regulations, which require that persons under the age of 21 who are incarcerated shall be eligible for educational services in the same manner and the same extent as a student who has been expelled. Incarcerated students under the age of 17 are still subject to compulsory school attendance laws. Pursuant to 1306 regulations, the "host" district (the district in which the facility is located) would provide services to applicable students and, typically, charge PSD according to their tuition rate.

### *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) The general education setting and curriculum is the first consideration in every special education programming decision. According to the 2016-2017 Special Education Data Report, 63% of PSD students are educated inside the regular classroom for more than 80% of the school day, as compared to a state average of 62.4%. Only 3.7% of students are in regular classes for less than 40% of the school day, compared to a state average of 9.0%, and 1.6% are educated in "other settings," compared to a state average of 6.9%.

To ensure that each student is educated in his/her least restrictive environment, IEP teams start with a consideration of supplementary aids and services that may enable the student to make meaningful progress on his/her IEP goals alongside of his/her peers without disabilities. When necessary, this will include consultation and collaboration with outside agencies and or the CLIU21 to, for example, initiate and Assistive Technology screening or SETT process. 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 student. 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 setting.

In addition to the Director of Student Services, a Supervisor of Special Education, a Supervisor of Health and Wellness, and three Special Education Coordinators, PSD employs two education specialists/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. Additionally, the district employs a home-school visitor (licensed social worker) who assists families in coordinating supports outside of school and collaborates with agencies to ensure appropriate communication and provision of services in and out of school.

This model provides PSD staff with professional development, site-based training, consultation, technical assistance and, when appropriate, direct-instruction and intervention to individual students and/or groups of students. Along with on-site opportunities for professional development, PSD administrators and specialists regularly participate in training sessions offered by PDE/PaTTAN through the CLIU21, as well other training entities.

(2) In collaboration with PaTTAN, CLIU21, and our Curriculum and Instruction department, PSD offers evidence-based curriculum and models of support, and a continuum of services to meet the needs of all students. Most recently, the district has added curriculum tools and instructional methodologies such as Math180, ST Math, Reading Plus, Lexia Reading, and the Competent Learner Model (CLM). By the end of the 2017-18 school year, our third year of CLM training and assistance through PaTTAN and CLIU21, two district employees will be certified CLM coaches, capable of expanding the CLM model of instruction throughout the district, to classrooms and teams who support students with significant needs.

Additionally, PSD continues training and implementation of various multi-tiered system of support (MTSS) models. Our response to instruction and intervention (RTII) initiative continues at the elementary level and is expanding to include a standardized model for behavior. At the secondary level, an intervention period was added to the middle school master schedule during the 2016-17 school year, and the high school master schedule during the 2017-18 school year. Collaboration for designing and implementing an MTSS model for behavior at the secondary level is currently in-progress at the secondary level.

Through interdepartmental collaboration between the Student Services, Technology and Curriculum and Instruction departments, PSD has implemented the first stage of a district-wide 1:1 initiative, by which all students will have a personal technology device (laptop computer or tablet). This has enabled the district to meet a variety of needs through the Universal Design for Learning (UDL) framework, a methodology of instruction that is based on accommodating a variety of individual learning differences within the regular education setting.

According to the most recent Special Education Data report, PSD met all three targets for SPP #5, Educational Environments. This marks the 4th consecutive year that the district has met all three educational environment targets. In terms of out-of-district placements, the district works collaboratively with parents/caregivers and the CLIU21 to determine if and when such placements are appropriate. Prior to considering a change in programming, however, PSD first looks to ensure that all available resources have been exhausted within the student's current placement setting. Once a student is placed in an out-of-district setting, the IEP team reviews the appropriateness of the setting and considers a return to district-programming at least annually.

### *Behavior Support Services*

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

(1) The PSD board-approved policy #233, Suspension and Expulsions, provides stipulations for suspensions, expulsions and exclusions, including necessary due-process rights, in accordance with PA state regulations. Additionally, the policy recognizes that suspensions, expulsions, and exclusions of special education students is governed by the Individuals with Disabilities Education Act (IDEA) and relevant state regulations. The two school-board policies that specifically address behavior and discipline for special education (113.1, Discipline of Students with Disabilities and 113.2, Behavior Supports) were last revised on December 3, 2013.

In addition to school-board policies regarding discipline and behavior, the PSD Student Services department created the following training memorandums and documents, after a 2015-2016 cyclical monitoring review with the Bureau of Special Education (BSE).

1. Manifestation Determination Procedure
2. Referral to Law Enforcement Procedure
3. Use of Physical Restraints for Students with Disabilities Procedure
4. Required Action following a Physical Restraint

In regard to school-wide behavior supports (SWPBS), the elementary level staff has received training from the CLIU21 on developing a SWPBS program. Each elementary school has developed behavioral expectations for several geographic areas, including the classroom, hallway, cafeteria, bathrooms, bus and playground. At the start of each school year, students, administrators, and faculty review the expectations in each area. While significance is given to accountability and consequences for inappropriate choices, the main emphasis the District's SWPBS is on the recognition of positive choices and positive behavior. Each faculty member, including administrators, teachers, support staff, cafeteria staff, playground aids and bus drivers, actively look for positive behaviors and are trained to provide immediate positive reinforcement for exceptional citizenship.

In the event that a student continues to struggle given the first tier of the SWPBS, the program includes a second-tier, behavior intervention process to assist students in managing 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, individual incentive plans, and/or support from additional staff, such as guidance counselors, to provide small-group and/or individual instruction on coping strategies, decision-making, social skills.

Building on the success of the SWPBS program at the elementary level, the district has begun extending its principals and key components to the intermediate and secondary levels (6-12).

(2) For crisis situations that pose immediate threat, staff members from each building and level are trained in verbal and physical de-escalation strategies through a program called Crisis Prevention Intervention (CPI). Utilizing PSD employees who have completed

instructor certifications through CPI, training sessions are offered at least twice each school year, with mandatory participation required from select special education and regular education faculty.

Additionally, as mentioned previously, the Student Services department has created training documents and conducted training sessions for district administrators, faculty, and staff regarding appropriate responses to crisis situation.

(3) In regard to behavioral health services, the District partners with K/S MST, Inc. to provide truancy intervention and Multisystemic Therapy (MST) services to students and families, in conjunction with Lehigh County Children & Youth, behavioral health, and mental health care agencies. The District also partners with the Children's Integrated Center for Success (CICS) to allow families to access private-insurance funded mental/behavioral health therapies during the school day and within our high school building.

### *Intensive Interagency/Ensuring FAPE/Hard to Place Students*

1. If the LEA is having difficulty ensuring FAPE for an individual student or a particular disability category, describe the procedures and analysis methods used to determine gaps in the continuum of special education supports, services and education placement options available for students with disabilities.
2. Include information detailing successful programs, services, education placements as well as identified gaps in current programs, services, and education placements not available within the LEA. Include an overview of services provided through interagency collaboration within the LEA.
3. Discuss any expansion of the continuum of services planned during the life of this plan.

The District works very closely with the agencies to collaboratively develop plans for students and families, including the CLIU21, the Office of Developmental Programs, Intellectual Disabilities Services, Lehigh County Mental Health, Lehigh County Children and Youth Services, Lehigh County Juvenile Probation, as well as private providers. When the District experiences difficulty programming for a particular student, the LEA contacts the CLIU and any county or private agencies involved with the student. This contact is typically initiated by the District's Home-School Visitor (Licensed Social Worker) or other LEA-representative, such as the Special Education Supervisor, Special Education Coordinator, School Psychologist, or Guidance Counselor. When appropriate, the District will contact the Lehigh County CASSP coordinator to help facilitate a working relationship between all parties and agencies. A meeting, or series of meetings, would be scheduled to bring all parties together to discuss the issues. The District would be an active member of the interagency team to help build an appropriate program for a difficult to place child.

Based on individual need, behavioral health providers are invited into schools to observe students and to share their expertise with educational teams in regard to strategies and educational programming.

The District's relationship with various agencies, as well as on-going professional development, has resulted in an increased awareness of the need for more unique programming for difficult to place students. In recent years, the District has actively pursued communication, collaboration, and partnership with outside agencies in order to better support a growing variety of student needs. For the start of the 2015-2016 school-year, the District added a full-time Act 93 position, "Supervisor of Health and Wellness." In addition to assuming supervision responsibilities for district nursing staff, wellness programs, and the coordination of Chapter 15 Service Agreements, this administrator actively collaborates with medical providers and outside agencies regarding specific students, as well as general programs and resources that could benefit students with unique and significant needs.

As previously discussed, PSD employs two district-wide consultants/specialists and a home-school visitor to work with teams in dealing with students with more significant needs. To varying degrees, each professional acts as a liaison between county agencies, service providers, the family, and the district to help program for students. One of the primary goals of this support model is to build and maintain the capacity to program for and support students who may otherwise be considered for more restrictive placements. Each of these positions are vital resources for teams struggling with more significant needs while.

In regard to gaps in programming and plans to expand the continuum of services offered within the LEA, the District continuously examines its special education population and plans for trends and needs that change over time. Additionally, the District's Director of Student Services, Supervisor of Special Education, and Supervisor for Health and Wellness participate in regular "Facilities Planning" sessions with the CLIU21. During these sessions, members from the 14-district consortium discuss trends in student needs and plan for future programming. For the 2017-18 school year, the District added a second Emotional Support classroom at the high school level, in order to adequately program for students with behavioral needs and lower student-to-staff ratios. Likewise, to meet the needs of students transitioning from Early Intervention to school-age services, the District partnered with CLIU21 to add a K-2 Multiple Disabilities Support (MDS) classroom. In January of 2018, based on the number of resident-students supported by this classroom, the District decided to assume supervision of the classroom. As we monitor the progress and continued needs of students supported by this program, the District will consider expanding the MDS continuum to other grade levels.

### *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.

As part of the planning process, the Special Education Plan committee, as well as other District teachers, administrators, support staff, and parents completed an online survey.

Part of the survey asked participants to identify strengths and highlights of the District's current special education services and programs. The following areas were noted.

1. Implementation of the Student Assistance Program (SAP), across all buildings, as a process to mobilize school and community resources to remove barriers to learning, such as drug use and mental health issues.
2. Partnership with the Children's Integrated Center for Success (CICS) to bring private insurance-based mental health services to Parkland High School.
3. Implementation of a multi-tiered system of behavior support across elementary and middle school buildings, including mindfulness instruction in Tier 1 at the kindergarten and first grade levels.
4. Expansion of academic RtII/MTSS to the middle school level through the addition of an intervention period. In addition to providing necessary support to students with and without disabilities, this process has enabled students who require supplemental or replacement instruction to miss less regular education instruction each day.
5. Curriculum resources: PSD continuously evaluates and expands its catalogue of research-based assessment and instructional tools. Since the submission of the 2015-18 special education plan, the district has added and/or expanded upon STAR Reading, STAR Math, Unique Learning Systems, Foundations Reading, Lexia Reading, Reading Plus, Math180, the Competent Learner Model, Aimsweb Writing, and Zones of Regulation.
6. Increased Training for Support Staff members—during the 2016-17 school year, the Student Services department began facilitating a series of para-education trainings that focus on current best-practices, such as presuming competency and providing support without building dependency. In the 2017-18 school year, the district implemented a "Classroom Support Walk-through" tool, through which administrators and specialists can observe practices in action and provide meaningful, immediate "on-the-job" feedback.
7. Implementation and expansion of the Competent Learner Model (CLM), a research-based support model designed for students with Autism and other significant needs. PSD is currently in its 4th year of implementation and has been working with PATTAN and CLIU21 to certify two CLM "coaches" who can then turnkey the model to other classrooms.
8. Least Restrictive Environment (LRE)—the District has met the State Performance Plan (SPP) target for educational environments for the past 4 school years. 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.
9. Continued partnership with the Lehigh Carbon Community College (LCCC) for students with significant needs. The District is currently in year 5 of a 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 combine valuable life-skills training with an authentic college experience for PHS students, on the LCCC campus, while offering an irreplaceable hands-on experience to college students who wish to enter the education profession.

10. Peer Assisted Learning Support (PALS) - the PALS program pairs students with significant disabilities with peers without disabilities for academic assistance and mutually beneficial social interaction. The program is extremely popular among students, teachers and parents at the high school level.
11. 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.
12. 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.
13. Child Find Procedures – with growing RtII and MTSS models throughout elementary and secondary levels, research-based progress monitoring tools, annual public notification, as well as procedures in place to monitor attendance and respond to parent requests, the District is constantly improving upon already successful Child Find procedures.
14. Staff Development – the special education department offers many traditional and non-traditional training opportunities. Sessions are offered after school hours, as well as via technology, such as in webcast of online video format, in order 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.

# Assurances

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## Safe and Supportive Schools Assurances

The LEA has verified the following Assurances:

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

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

## Special Education Assurances

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

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

## 24 P.S. §1306 and §1306.2 Facilities

Facility Name	Facility Type	Services Provided By	Student Count
Valley Youth House / PATHS Group Home	Nonresident	Parkland School District	6
KidsPeace	Nonresident	KidsPeace	1

## Least Restrictive Environment Facilities

Facility Name	Type of Facility	Type of Service	Number of Students Placed
Catasauqua High School	Neighboring School Districts	Multiple Disabilities	2
Weisenberg Elementary School	Neighboring School Districts	Multiple Disabilities	3
Northern Lehigh High School	Neighboring School Districts	Multiple Disabilities	1
Good Shepherd Hospital	Other	Life Skills - Project Search	1
St. Luke's Hospital	Other	Life Skills - Project Search	2
Lower Macungie Middle School	Neighboring School Districts	LSS	3
Lehigh County Enhanced Autism	Special Education Centers	Autistic Support	3
Southern Lehigh High School	Neighboring School Districts	Emotional Support	1
Lehigh Learning and Achievement School	Special Education Centers	Emotional Support	7
Allentown Center Learning and Achievement School	Special Education Centers	Emotional Support	3
Western PA School for the Deaf	Approved Private Schools	Deaf/Hard of Hearing	1
Hogan Learning Academy	Special Education Centers	Autistic Support	1
Catasauqua High School	Neighboring School Districts	MDS	2
Instruction in the Home	Instruction in the Home	Instruction in the Home	2
Lehigh Learning Academy	Approved Private Schools	Emotional Support and Learning Support	2
Northwestern Lehigh Middle School	Neighboring School Districts	LSS	4
Macungie Elementary School	Neighboring School Districts	LSS	1
Salisbury High School	Neighboring School Districts	MDS	1
Cedar Brook Nursing Home	Other	LSS - VIP	1

## Special Education Program Profile

### Program Position #1

*Operator:* School District

#### PROGRAM DETAILS

*Type:* Class and Position

*Implementation Date:* September 8, 2015

*Reason for the proposed change:* This is a temporary move for 1 year due to construction in the building.

#### PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	10 to 12	5	0.25
Locations:				
Cetronia Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	10 to 10	8	0.75
Locations:				
Cetronia Elementary School	An Elementary School Building	A building in which General Education programs are operated		

### Program Position #2

*Operator:* School District

#### PROGRAM DETAILS

*Type:*

*Implementation Date:*

#### PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	14 to 18	5	0.5
Locations:				
Parkland High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	14 to 18	10	0.5
Locations:				
Parkland High School	A Senior High School Building	A building in which General Education programs are operated		

**Program Position #3***Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Emotional Support	6 to 9	5	0.75
Locations:				
Schnecksville Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	6 to 7	1	0.25
Locations:				
Schnecksville Elementary School	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #4***Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	6 to 9	6	0.5
Locations:				
Cetronia Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	6 to 9	1	0.5
Locations:				
Cetronia Elementary School	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #5***Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	10 to 12	12	0.75
Locations:				
Cetronia Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	10 to 12	3	0.25
Locations:				
Cetronia Elementary School	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #6***Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	7 to 10	2	0.25
Locations:				
Cetronia Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	7 to 10	8	0.75
Locations:				
Cetronia Elementary School	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #7***Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	11 to 12	5	0.25
Locations:				
Fogelsville Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	11 to 12	8	0.75
Locations:				
Fogelsville Elementary	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #8***Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	9 to 10	4	0.25
Locations:				
Fogelsville Elementary	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	8 to 12	12	0.75
Justification: Students are not instructed in the same room at the same time outside of the 3-year variance.				
Locations:				
Fogelsville Elementary School	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #9***Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	8 to 9	3	0.25
Locations:				
Fogelsville Elementary School	An Elementary School Building	A building in which General Education programs are operated		

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

**Program Position #10***Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	6 to 9	1	0.25
Locations:				
Jaindl Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	6 to 9	8	0.75
Locations:				
Jaindle Elementary School	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #11***Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	10 to 12	3	0.25
Locations:				
Jaindl Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	10 to 12	8	0.75
Locations:				
Jaindl Elementary	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #12***Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	9 to 10	2	0.25
Locations:				
Jaindl Elementary	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	9 to 10	13	0.75
Locations:				
Jaindl Elementary	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #13***Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	10 to 12	3	0.5
Locations:				
Ironton Elementary	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	10 to 12	9	0.5
Locations:				
Ironton Elementary	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #14***Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	8 to 10	1	0.25
Locations:				
Ironton Elementary	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	8 to 10	11	0.75
Locations:				
Ironton Elementary	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #15***Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* September 1, 2016*Reason for the proposed change:* Redistricting and additional of Full-Day kindergarten**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	9 to 11	3	0.25
Locations:				
Kernsville	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	9 to 11	12	0.75
Locations:				
Kernsville	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #16***Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* September 1, 2016*Reason for the proposed change:* Redistricting and addition of Full Day Kindergarten**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	11 to 12	1	0.25
Locations:				
Kernsville	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	11 to 12	10	0.75
Locations:				
Kersville	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #17***Operator:* School District**PROGRAM DETAILS***Type:* Class and Position*Implementation Date:* September 2, 2014*Reason for the proposed change:* To accommodate the addition of another regular education classroom in the same hallway.**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	8 to 10	5	0.5
Locations:				
Kernsville	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Learning Support	8 to 11	1	0.5
Locations:				
Kernsville	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #18***Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	6 to 8	5	0.25
Locations:				
Kernsville	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	8 to 9	9	0.75
Locations:				
Kernsville	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #19***Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	7 to 9	6	0.25
Locations:				
Kratzer	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	7 to 9	10	0.65
Locations:				
Kratzer	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Learning Support	7 to 8	1	0.1
Locations:				
Kratzer	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #20***Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	9 to 11	3	0.5
Locations:				
Kratzer	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	9 to 11	9	0.5
Locations:				
Kratzer	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #21***Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	13 to 14	10	0.25
Locations:				
Orefield Middle School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	13 to 14	11	0.75
Locations:				
Orefield Middle School	A Middle School Building	A building in which General Education programs are operated		

**Program Position #22***Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 15	22	0.5
Locations:				
Orefield Middle School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 16	4	0.5
Locations:				
Orefield Middle	A Middle School Building	A building in which General Education programs are operated		

**Program Position #23***Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	12 to 13	12	0.25
Locations:				
Orefield Middle	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	12 to 13	11	0.75
Locations:				
Orefield Middle	A Middle School Building	A building in which General Education programs are operated		

**Program Position #24***Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 15	15	0.3
Locations:				
Orefield Middle School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 15	10	0.7
Locations:				
Orefield Middle	A Middle School Building	A building in which General Education programs are operated		

**Program Position #25***Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	12 to 13	10	0.25
Locations:				
Orefield Middle	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	12 to 13	15	0.75
Locations:				
Orefield Middle	A Middle School Building	A building in which General Education programs are operated		

**Program Position #26***Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	13 to 15	12	1
Locations:				
Orefield Middle	A Middle School Building	A building in which General Education programs are operated		

**Program Position #27***Operator: School District***PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	13 to 14	8	0.25
Locations:				
Orefield Middle	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	13 to 14	13	0.75
Locations:				
Orefield Middle	A Middle School Building	A building in which General Education programs are operated		

**Program Position #28***Operator: School District***PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	18 to 20	28	1
Locations:				
PHS	A Senior High School Building	A building in which General Education programs are operated		

**Program Position #29***Operator: School District***PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	17 to 18	27	0.75
Locations:				
PHS	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	17 to 18	1	0.25
Locations:				
PHS	A Senior High School Building	A building in which General Education programs are operated		

**Program Position #30***Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	17 to 19	28	0.75
Locations:				
PHS	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	17 to 19	1	0.25
Locations:				
PHS	A Senior High School Building	A building in which General Education programs are operated		

**Program Position #31***Operator:* Intermediate Unit**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	15 to 18	7	1
Locations:				
LCTI	A Senior High School Building	A building in which General Education programs are operated		

**Program Position #32***Operator:* Intermediate Unit**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	17 to 19	4	1
Locations:				
LCTI	A Senior High School Building	A building in which General Education programs are operated		

**Program Position #33***Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	17 to 19	21	0.75
Locations:				
PHS	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	17 to 19	1	0.25
Locations:				
PHS	A Senior High School Building	A building in which General Education programs are operated		

**Program Position #34***Operator:* School District**PROGRAM DETAILS***Type:* Position*Implementation Date:* October 2, 2015*Reason for the proposed change:* Reduce caseload of Emotional Support teacher and improve student/teacher ratio

**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	15 to 18	18	0.5
Locations:				
PHS	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	15 to 18	5	0.5
Locations:				
Parkland High School	A Senior High School Building	A building in which General Education programs are operated		

**Program Position #35***Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	16 to 18	25	1
Locations:				
PHS	A Senior High School Building	A building in which General Education programs are operated		

**Program Position #36***Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	15 to 17	23	1
Locations:				
PHS	A Senior High School Building	A building in which General Education programs are operated		

**Program Position #37***Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	16 to 19	36	1
Locations:				
PHS	A Senior High School Building	A building in which General Education programs are operated		

**Program Position #38***Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	15 to 19	17	0.5
Locations:				
PHS	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	15 to 17	5	0.5
Locations:				
PHS	A Senior High School Building	A building in which General Education programs are operated		

**Program Position #39***Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:*

**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	16 to 18	11	1
Locations:				
PHS	A Senior High School Building	A building in which General Education programs are operated		

**Program Position #40***Operator:* Intermediate Unit**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	15 to 19	7	1
Locations:				
LCTI	A Senior High School Building	A building in which General Education programs are operated		

**Program Position #41***Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	17 to 20	13	0.5
Locations:				
PHS	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	17 to 20	8	0.5
Locations:				
PHS	A Senior High School Building	A building in which General Education programs are operated		

**Program Position #42***Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	16 to 17	22	1
Locations:				
PHS	A Senior High School Building	A building in which General Education programs are operated		

**Program Position #43***Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	16 to 17	24	0.75
Locations:				
PHS	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	16 to 17	1	0.25
Locations:				
PHS	A Senior High School Building	A building in which General Education programs are operated		

**Program Position #44***Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 17	14	0.8
Locations:				
PHS	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Learning Support	14 to 17	1	0.2
Locations:				
PHS	A Senior High School Building	A building in which General Education programs are operated		

**Program Position #45***Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	16 to 18	4	0.3
Locations:				
PHS	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	16 to 19	12	0.7
Locations:				
PHS	A Senior High School Building	A building in which General Education programs are operated		

**Program Position #46***Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	6 to 9	6	0.25
Locations:				
Parkway Manor	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	6 to 9	12	0.75
Locations:				
Parkway Manor	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #47***Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	9 to 11	4	0.4
Locations:				
Parkway Manor	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	9 to 11	8	0.5
Locations:				
Parkway Manor	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Learning Support	9 to 11	1	0.1
Locations:				
Parkway Manor	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #48***Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	9 to 11	7	0.5
Locations:				
Parkway Manor	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	9 to 11	5	0.5
Locations:				
Parkway Manor	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #49***Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	10 to 11	5	0.25
Locations:				
Schnecksville	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	10 to 11	9	0.75
Locations:				
Schnecksville	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #50***Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	11 to 12	3	0.25
Locations:				
Schnecksville	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	8 to 12	9	0.75
Justification: Case management only - students are not instructed at the same time outside of a 3-year variance				
Locations:				
Schnecksville	A Middle School Building	A building in which General Education programs are operated		

**Program Position #51***Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	13 to 14	18	0.4
Locations:				
SMS	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	13 to 14	7	0.5
Locations:				
SMS	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Learning Support	13 to 14	1	0.1
Locations:				
SMS	A Middle School Building	A building in which General Education programs are operated		

**Program Position #52***Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	12 to 14	16	0.4
Locations:				
SMS	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	12 to 14	9	0.6
Locations:				
SMS	A Middle School Building	A building in which General Education programs are operated		

**Program Position #53***Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:*

**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	12 to 15	10	1
Locations:				
SMS	A Middle School Building	A building in which General Education programs are operated		

**Program Position #54***Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	13 to 14	11	0.4
Locations:				
SMS	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	13 to 15	12	0.6
Locations:				
SMS	A Middle School Building	A building in which General Education programs are operated		

**Program Position #55***Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 15	15	0.5
Locations:				
SMS	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 15	7	0.5
Locations:				
SMS	A Middle School Building	A building in which General Education programs are operated		

**Program Position #56***Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	13 to 15	14	0.4
Locations:				
SMS	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	13 to 15	10	0.6
Locations:				
SMS	A Middle School Building	A building in which General Education programs are operated		

**Program Position #57***Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	12 to 13	14	0.4
Locations:				
SMS	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	12 to 13	12	0.6
Locations:				
SMS	A Middle School Building	A building in which General Education programs are operated		

**Program Position #58***Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	17 to 19	3	0.4
Locations:				
PHS	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Life Skills Support	16 to 18	8	0.6
Locations:				
PHS	A Senior High School Building	A building in which General Education programs are operated		

**Program Position #59***Operator:* Intermediate Unit**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Multiple Disabilities Support	5 to 8	3	0.5
Locations:				
Kratzer Elementary	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Multiple Disabilities Support	8 to 11	4	0.5
Locations:				
Kratzer Elementary School	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #60***Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date*

:

**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	6 to 12	32	1
Justification: Students are case managed by the same teacher, but not grouped outside of 3 year age range.				
Locations:				
Cetronia	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #61***Operator:* Intermediate Unit**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
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.				
Locations:				
Fogelsville	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Speech and Language Support	5 to 6	1	0.2
Locations:				
Fogelsville	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #62***Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
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.				
Locations:				
Jaindl Elementary	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Speech and Language Support	5 to 6	2	0.2
Locations:				
Jaindl	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #63***Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
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.				
Locations:				
Ironton	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Speech and Language Support	5 to 6	2	0.2
Locations:				
Ironton	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #64***Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	5 to 11	30	1
Justification: Students are case-managed by the same teacher, but not grouped outside of 3-year range.				
Locations:				
Kernsville	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #65***Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
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.				
Locations:				
Kratzer	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Physical Support	3 to 5	3	0.2
Locations:				
Kratzer	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #66***Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	11 to 14	14	1
Locations:				
OMS	A Middle School Building	A building in which General Education programs are operated		

**Program Position #67***Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	16 to 17	3	1
Locations:				
PHS	A Senior High School Building	A building in which General Education programs are operated		

**Program Position #68***Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	5 to 11	29	1
Justification: Students are case-managed by the same teacher, but not grouped outside of 3-year range.				
Locations:				
Parkway Manor	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #69***Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
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.				
Locations:				
Schnecksville Elementary	An Elementary School Building	A building in which General Education programs are operated		

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

**Program Position #70***Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	12 to 14	9	1
Locations:				
SMS	A Middle School Building	A building in which General Education programs are operated		

**Program Position #71***Operator: Intermediate Unit***PROGRAM DETAILS***Type: Class and Position**Implementation Date: September 4, 2018**Reason for the proposed change: To make room for an additional regular education classroom. The proposed location has been reviewed and approved by our BSE representative on 6/21/18.**Present Class Location: Schnecksville Elementary School, Room 15A**Proposed Class Location: Schnecksville Elementary School, Room 24**Length of time class has been in present location: 2 Years***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
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.				
Locations:				
Schnecksville Elementary School	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #72***Operator: Intermediate Unit***PROGRAM DETAILS***Type: Class and Position**Implementation Date: September 2, 2014**Reason for the proposed change: Another location is needed to keep a team together.***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Deaf and Hearing Impaired Support	12 to 14	6	1
Locations:				
SMS	A Middle School Building	A building in which General Education programs are operated		

**Program Position #73***Operator: Intermediate Unit***PROGRAM DETAILS***Type:**Implementation Date:*

**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Deaf and Hearing Impaired Support	15 to 19	11	1
Locations:				
PHS	A Senior High School Building	A building in which General Education programs are operated		

**Program Position #74***Operator:* Intermediate Unit**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Blind or Visually Impaired Support	14 to 14	1	0.02
Locations:				
OMS	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Blind or Visually Impaired Support	6 to 8	3	0.1
Locations:				
Kratzer	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Blind or Visually Impaired Support	12 to 14	2	0.13
Locations:				
SMS	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Blind or Visually Impaired Support	9 to 9	1	0.02
Locations:				
Parkway Manor	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Blind or Visually Impaired Support	19 to 19	1	0.13
Locations:				
PHS	A Senior High School Building	A building in which General Education programs are operated		

**Program Position #75***Operator:* Intermediate Unit**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Deaf and Hearing Impaired Support	8 to 10	2	0.1
Locations:				
Cetronia	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Deaf and Hearing Impaired Support	5 to 9	2	0.2
Justification: Case management only. Students are not provided support in groups beyond 3-year range.				
Locations:				
Fogelsville	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Deaf and Hearing Impaired Support	6 to 6	1	0.1
Locations:				
Ironton	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Deaf and Hearing Impaired Support	10 to 10	1	0.1
Locations:				
Jaindl	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Deaf and Hearing Impaired Support	8 to 10	2	0.1
Locations:				
Kernsville	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Deaf and Hearing Impaired Support	8 to 8	1	0.06
Locations:				
Kratzer	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Deaf and Hearing Impaired Support	11 to 13	3	0.12
Locations:				
OMS	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Deaf and Hearing Impaired Support	9 to 10	2	0.1
Locations:				
Parkway Manor	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Deaf and Hearing Impaired Support	11 to 14	4	0.12
Justification: Case management only. Students are not provided support in groups beyond 3-year range.				
Locations:				
SMS	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #76***Operator:* Intermediate Unit**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Deaf and Hearing Impaired Support	16 to 17	2	0.2
Locations:				
PHS	A Senior High School Building	A building in which General Education programs are operated		

**Program Position #77***Operator:* Intermediate Unit**PROGRAM DETAILS***Type:* Class*Implementation Date:* September 2, 2014**PROGRAM SEGMENTS**

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

**Program Position #78***Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* September 2, 2014**PROGRAM SEGMENTS**

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

**Program Position #79***Operator:* School District**PROGRAM DETAILS***Type:* Position*Implementation Date:* September 8, 2015**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	11 to 14	17	1
Locations:				
Springhouse Middle School	A Middle School Building	A building in which General Education programs are operated		

**Program Position #80***Operator:* School District**PROGRAM DETAILS***Type:* Class and Position*Implementation Date:* September 6, 2016**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	7 to 10	8	0.75
Locations:				
Ironton Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	8 to 8	1	0.25
Locations:				
Ironton	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #81***Operator:* School District**PROGRAM DETAILS***Type:* Class and Position*Implementation Date:* September 6, 2016

**PROGRAM SEGMENTS**

<b>Type of Support</b>	<b>Level of Support</b>	<b>Age Range</b>	<b>Caseload</b>	<b>FTE</b>
Supplemental (Less Than 80% but More Than 20%)	Learning Support	10 to 11	5	0.25
Locations:				
Schnecksville Elementary School	An Elementary School Building	A building in which General Education programs are operated		

<b>Type of Support</b>	<b>Level of Support</b>	<b>Age Range</b>	<b>Caseload</b>	<b>FTE</b>
Itinerant	Learning Support	10 to 11	9	0.75
Locations:				
Schnecksville Elementary School	An Elementary School Building	A building in which General Education programs are operated		

**Special Education Support Services**

<b>Support Service</b>	<b>Location</b>	<b>Teacher FTE</b>
Supervisor Special Education	District wide	1
Supervisor of Health and Wellness	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	K-12	3
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	59
Teaching Assistants	District wide	59
Guidance Counselors	Parkland High School	11
Guidance Counselor	Springhouse Middle School	3
Guidance Counselor	Orefield Middle School	3
Guidance Counslor	Elementary Schools	8

### Special Education Contracted Services

<b>Special Education Contracted Services</b>	<b>Operator</b>	<b>Amount of Time per Week</b>
Occupational Therapy Services	Intermediate Unit	119 Hours
Physical Therapy	Intermediate Unit	37.5 Hours
Adaptive Physical Education	Intermediate Unit	6.5 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

# Needs Assessment

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## 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 various 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:

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- Implementation of Full Day Kindergarten
- Added two Data and Instructional Specialists and a Technology Integration Specialist at the middle schools
- Implementation of the 1:1 initiative at the middle schools and Schoology
- Added an Instructional Coach and Instructional Supervisor at the high school
- Streamlined the process for Math acceleration in grades 3, 4, 5
- Implementation of “Period X” - an intervention and enrichment period at the middle schools
- National Honor Society tutors available for tutoring every period and after school at the high school
- Revision of academic levels to promote equity and excellence by dropping “applied” level courses
- Updates to PA Core Standards and Resources: English Language Arts & Mathematics
- Updates to the Health, Safety and Physical Education Curriculum
- Emphasis on the Career Education and Work Standards
- Implementation and documentation for Act 126 & Act 71
- More PD offerings including various online options
- Systematic process to propose professional development put in place
- Professional Development and Guidance for Mentors established
- School Wide Positive Behavior Support fully implemented in elementary and middle schools
- The practice of mindfulness implemented in grades K - 2
- Implementation of seminars and mentorship at the high school
- Implementation of various safety items including cameras on the school busses
- Participation and partnerships with various community committees.

## Accomplishment #2:

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- 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

**Accomplishment #3:**

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

**Accomplishment #4:**

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

**Accomplishment #5:**

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

**Accomplishment #6:**

Providing researched-based curriculum in an inclusionary environment

**Accomplishment #7:**

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

**District Concerns****Concern #1:**

Increased enrollment resulting in congested schools and aging buildings and equipment.

**Concern #2:**

Maintain first responder meetings within all buildings; Continue to practice and review crisis plans. Revision and review of fire drill procedures to ensure student's safety.

**Concern #3:**

Continue to seek out ways to better communicate both internally and to our school community

**Concern #4:**

Continue to provide relevant, effective Professional Development/training focusing strategically on professional development to support staff's needs. Inconsistent evaluation process for Parkland Academies.

**Concern #5:**

Differentiated instruction and personalized learning in ALL classrooms to ensure all students receive what they need to grow academically. Lack of consistent administrative walkthroughs.

**Concern #6:**

District wide Gifted Programming updates.

**Concern #7:**

School Wide Positive Behavior Support (SWPBS) program at the High School Level. PD for district employees on Trauma Informed Schools.

**Concern #8:**

K - 5 Social Studies and Science Curriculum alignment to the PA Core Standards: Literacy in Social Studies and Science.

**Concern #9:**

Increasing enrollment of English Language Learners.

## Prioritized Systemic Challenges

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

**Aligned Concerns:**

Maintain first responder meetings within all buildings; Continue to practice and review crisis plans. Revision and review of fire drill procedures to ensure student's safety.

Differentiated instruction and personalized learning in ALL classrooms to ensure all students receive what they need to grow academically. Lack of consistent administrative walkthroughs.

District wide Gifted Programming updates.

K - 5 Social Studies and Science Curriculum alignment to the PA Core Standards: Literacy in Social Studies and Science.

Increased enrollment resulting in congested schools and aging buildings and equipment.

Increasing enrollment of English Language Learners.

**Systemic Challenge #2** (*Guiding Question #10*) Establish a district system that fully ensures professional development is focused, comprehensive and implemented with fidelity.

**Aligned Concerns:**

Continue to seek out ways to better communicate both internally and to our school community

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Continue to provide relevant, effective Professional Development/training focusing strategically on professional development to support staff's needs. Inconsistent evaluation process for Parkland Academies.

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School Wide Positive Behavior Support (SWPBS) program at the High School Level. PD for district employees on Trauma Informed Schools.

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Increasing enrollment of English Language Learners.

# District Level Plan

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## Action Plans

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

### **Indicators of Effectiveness:**

Type: 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:**

#### *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](http://www.psychologicalscience.org/journals/pspi/PSPI_9_3.pdf) ;

Learning Styles, [http://en.wikipedia.org/wiki/Learning\\_styles#cite\\_note-33](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](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:**

*Empower teachers to use Differentiated Instruction and Personalized Learning to ensure all students are growing academically.*

**Description:**

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

**Start Date:** 9/3/2019    **End Date:** 6/17/2022

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

**Supported Strategies:**

- Differentiating Instruction

*Increase Administrative 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 and personalized learning.

**Start Date:** 9/3/2019    **End Date:** 6/17/2022

**Program Area(s):** Professional Education, Educational Technology

**Supported Strategies:**

- Differentiating Instruction

*New School***Description:**

In order to minimize our concern of congested schools and aging buildings, a new school will be built and upgrades to current schools need to be planned and acted upon.

**Start Date:** 9/3/2019    **End Date:** 9/7/2021

**Program Area(s):** Student Services, Educational Technology

**Supported Strategies:**

- Differentiating Instruction

*Safety & Security***Description:**

Maintain first responder meetings within all buildings and continue to practice and review crisis plans. In addition, fire drill procedures will be reviewed and revised to ensure the safety of our students and staff.

**Start Date:** 9/3/2019    **End Date:** 6/17/2022

**Program Area(s):** Student Services

**Supported Strategies:**

- Differentiating Instruction

*English Learners Goal Setting***Description:**

EL teachers will set goals for their students and keep track of their progress through progress monitoring.

**Start Date:** 9/3/2019    **End Date:** 6/17/2022

**Program Area(s):** Professional Education, Educational Technology

**Supported Strategies:**

- Differentiating Instruction

*District Wide Gifted Program Updates***Description:**

The gifted program will be reviewed and revisions will be made to ensure our program is rigorous and challenging, while still supporting student's needs in the classroom.

**Start Date:** 9/3/2019    **End Date:** 6/17/2022

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

**Supported Strategies:**

- Differentiating Instruction

*K - 5 Social Studies and Science Curriculum Alignment to the PA Core Literacy in Social Studies and Science standards***Description:**

A committee will review the elementary social studies and science curriculum and suggest revisions to the curriculum and resources used in the elementary classrooms. Implementation of the selected resources and designed curriculum will take place the following year.

**Start Date:** 9/3/2019    **End Date:** 6/18/2021

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

**Supported Strategies:**

- Differentiating Instruction

**Goal #2: 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: The Principles of Partnership*

**Description:** Kansas Coaching Project: Instructional coaches are on-site professional developers who teach educators how to use proven instructional methods. To be successful in this role, coaches must be skilled in a variety of roles, including public relations guru, communicator extraordinaire, master organizer and, of course, expert educator. (Source: <http://instructionalcoach.org/about/about-coaching> Resource: <http://effectivestrategies.wiki.caiu.org/Professional+Development>)

**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](http://ies.ed.gov/ncee/edlabs/regions/southwest/pdf/rel_2007033.pdf))  
 Resource: <http://effectivestrategies.wiki.caiu.org/Professional+Development>  
**SAS Alignment:** Instruction

### ***Implementation Steps:***

#### *Communication*

##### **Description:**

Continue to seek out ways to better communicate both internally and to our school community.

**Start Date:** 6/4/2019    **End Date:** 6/17/2022

**Program Area(s):** Professional Education, Educational Technology

##### **Supported Strategies:**

- Substantial Professional Development

#### *Professional Development Evaluation*

##### **Description:**

Through the PD committee, a formal evaluation of Parkland Academies will be implemented.

**Start Date:** 9/3/2019    **End Date:** 6/18/2021

**Program Area(s):** Professional Education, Educational Technology

##### **Supported Strategies:**

- Substantial Professional Development

#### *School Wide Positive Behavior Support and Trauma Informed Schools*

##### **Description:**

Implement SWPBS at the high school level. Provide professional development for all K - 12 staff on Trauma Informed Schools.

**Start Date:** 9/3/2019    **End Date:** 6/17/2022

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

##### **Supported Strategies:**

- Instructional Coaching: The Principles of Partnership
- Substantial Professional Development

#### *Teaching English Learners*

##### **Description:**

With an increase in our EL population we want to ensure classroom teachers have the strategies and skills to work with EL students.

**Start Date:** 9/3/2019    **End Date:** 6/17/2022

**Program Area(s):** Professional Education

##### **Supported Strategies:**

- Instructional Coaching: The Principles of Partnership
- Substantial Professional Development

# Appendix: Professional Development Implementation Step Details

LEA Goals Addressed: Establish a district system that fully ensures the consistent implementation of effective instructional practices across all classrooms in each school. Strategy #1: Differentiating Instruction							
Start	End	Title			Description		
9/3/2019	6/17/2022	Empower teachers to use Differentiated Instruction and Personalized Learning to ensure all students are growing academically.			A focus of PD for the district will be to increase the use of differentiated instruction and personalized learning for all classrooms in the Parkland School District.		
Person Responsible		SH	S	EP	Provider	Type	App.
Kelly Rosario		3.0	5	30	Parkland School District	Individual	No
Knowledge		Teachers will learn strategies to understand where each student in the classroom is performing. Through formative assessment, teachers can then personalize learning or differentiate instruction for their class.					
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:		<p>Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania’s academic standards.</p> <p>Provides leaders with the ability to access and use appropriate data to inform decision-making.</p> <p>Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.</p> <p>Instructs the leader in managing resources for effective results.</p>		
<b>Training Format</b>		Series of Workshops, Department Focused Presentation, Podcast, Online-Asynchronous Professional Learning Communities		
	<b>Participant Roles</b>	Classroom teachers Principals / Asst. Principals New Staff	<b>Grade Levels</b>	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
	<b>Follow-up Activities</b>	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	<b>Evaluation Methods</b>	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

<b>LEA Goals Addressed:</b> <b>Establish a district system that fully ensures the consistent implementation of effective instructional practices across all classrooms in each school.</b> <b>Strategy #1: Differentiating Instruction</b>							
Start	End	Title			Description		
9/3/2019	6/18/2021	K - 5 Social Studies and Science Curriculum Alignment to the PA Core Literacy in Social Studies and Science standards			A committee will review the elementary social studies and science curriculum and suggest revisions to the curriculum and resources used in the elementary classrooms. Implementation of the selected resources and designed curriculum will take place the following year.		
Person Responsible		SH	S	EP	Provider	Type	App.
Curriculum and Instruction, Student Services and Technology departments		3.0	6	60	Parkland School District	School Entity	No
<b>Knowledge</b>		Teachers will become familiar with the new resources and curriculum and be able to implement the new resources with fidelity.					
<b>Supportive Research</b>		We will be looking for resources to support inquiry based learning and higher level thinking skills.					
<b>Designed to Accomplish</b>							
For classroom teachers, school counselors and education specialists:		<p>Enhances the educator's content knowledge in the area of the educator's certification or assignment.</p> <p>Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.</p> <p>Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.</p> <p>Empowers educators to work effectively with parents and community partners.</p>					
For school and district administrators, and other educators seeking leadership roles:		<p>Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.</p> <p>Provides leaders with the ability to access and use appropriate data to inform decision-making.</p> <p>Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.</p> <p>Instructs the leader in managing resources for effective results.</p>					

<b>Training Format</b>		Series of Workshops School Whole Group Presentation		
	<b>Participant Roles</b>	Classroom teachers Principals / Asst. Principals Paraprofessional	<b>Grade Levels</b>	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5)
	<b>Follow-up Activities</b>	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	<b>Evaluation Methods</b>	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

<b>LEA Goals Addressed:</b>		<b>Establish a district system that fully ensures professional development is focused, comprehensive and implemented with fidelity.</b>			<b>Strategy #1: Instructional Coaching: The Principles of Partnership</b>			<b>Strategy #2: Substantial Professional Development</b>		
<b>Start</b>	<b>End</b>	<b>Title</b>			<b>Description</b>					
9/3/2019	6/17/2022	School Wide Positive Behavior Support and Trauma Informed Schools			Implement SWPBS at the high school level. Provide professional development for all K - 12 staff on Trauma Informed Schools.					
<b>Person Responsible</b>		<b>SH</b>	<b>S</b>	<b>EP</b>	<b>Provider</b>		<b>Type</b>	<b>App.</b>		
Student Services Department		2	30	30	Parkland School District		School Entity	No		
<b>Knowledge</b>		Teachers will understand that trauma impacts the brain and understand the way they handle situations in the classroom can help a student who has experienced childhood trauma. One caring adult can make a difference in a child's life.								
<b>Supportive Research</b>		Trauma Informed Schools and SWPBS are both research based and considered best practices.								
<b>Designed to Accomplish</b>										
For classroom teachers, school counselors and education specialists:		Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students. Empowers educators to work effectively with parents and community partners.								
For school and district 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.								
<b>Training Format</b>		Series of Workshops Department Focused Presentation Professional Learning Communities								

	<b>Participant Roles</b>	Classroom teachers Principals / Asst. Principals Supt / Asst. Supts. / CEO / Ex Dir School counselors Paraprofessional New Staff Other educational specialists	<b>Grade Levels</b>	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
	<b>Follow-up Activities</b>	Creating lessons to meet varied student learning styles Peer-to-peer lesson discussion	<b>Evaluation Methods</b>	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. Participant survey

<b>LEA Goals Addressed:</b>		<b>Establish a district system that fully ensures professional development is focused, comprehensive and implemented with fidelity.</b>			<b>Strategy #1: Instructional Coaching: The Principles of Partnership</b>			<b>Strategy #2: Substantial Professional Development</b>		
<b>Start</b>	<b>End</b>	<b>Title</b>			<b>Description</b>					
9/3/2019	6/17/2022	Teaching English Learners			With an increase in our EL population we want to ensure classroom teachers have the strategies and skills to work with EL students.					
<b>Person Responsible</b>		<b>SH</b>	<b>S</b>	<b>EP</b>	<b>Provider</b>		<b>Type</b>	<b>App.</b>		
Curriculum, Instruction and Professional Development Department		3	6	30	Parkland School District		School Entity	No		
<b>Knowledge</b>		Teachers will better understand the strategies, resources and expectations of English Learners in their classroom.								
<b>Supportive Research</b>		Inclusion for these students is considered best practice. Classroom teachers should be utilizing these best practices when having an EL student in their classroom.								
<b>Designed to Accomplish</b>										
For classroom teachers, school counselors and education specialists:		Increases the educator’s teaching skills based on research on effective practice, with attention given to interventions for struggling students. Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making. Empowers educators to work effectively with parents and community partners.								
For school and district administrators, and other educators seeking leadership roles:		Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania’s academic standards. Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.								
<b>Training Format</b>		School Whole Group Presentation, Professional Learning Communities								

	<p><b>Participant Roles</b></p>	<p>Classroom teachers Principals / Asst. Principals Paraprofessional New Staff</p>	<p><b>Grade Levels</b></p>	<p>Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)</p>
	<p><b>Follow-up Activities</b></p>	<p>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</p>	<p><b>Evaluation Methods</b></p>	<p>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</p>

# District Level Affirmations

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

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

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*David M. Kennedy, Board President*

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*Richard T. Sniscak, Superintendent/Chief Executive Officer*

# Special Education Affirmations

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

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

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

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*David M. Kennedy, Board President*

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*Richard T. Sniscak, Superintendent/Chief Executive Officer*