

North Penn SD

District Level Plan

07/01/2019 - 06/30/2022

District Profile

Demographics

401 E Hancock St
Lansdale, PA 19446
(215)368-0400

Superintendent: Curtis Dietrich, Ed.D.

Director of Special Education: Jenna Mancini Rufo, Ed.D. (Director at time of SE Plan Approval)

Planning Process

The district has established a steering committee to monitor the overall process with subcommittees to develop specific aspects of the plan. Subcommittees will include Special Education, Technology, Operations, Teaching and Learning, and Professional Education. The membership of all committees represents a variety of stakeholder groups in the district, including but not limited to professional staff, support staff, students, business partners, and community members. The specific tasks allotted to these groups are as follows:

Steering Committee:

- Develop the mission, vision, and shared values for the district and communicate them to the subcommittees
- Oversee the planning process, including periodic progress reviews of each subcommittee's work
- Coordinate the work of the subcommittees to integrate plans that address mutual concerns
- Come to consensus on the integrated goals and actions from all subcommittees to form the final plan
- Submit the final plan to the Board and public for approval

Subcommittees:

- Conduct a needs assessment through the analysis of a variety of data sources, including demographic, perceptual, process, and achievement data
- Determine district areas of strength and concern
- Prioritize areas of concern
- Align areas of concern with systemic challenges

- Develop action plans to address the prioritized challenges over the next three years
- Report progress periodically to the Steering Committee so that the work of all subcommittees is integrated

The Steering Committee developed and monitored timelines for completion of the subcommittee work so that all plans were completed with sufficient time allotted for Board review and required public comment periods. The plan will be reviewed by the Education, Community and Policy Committee of the Board on September 25th, 2018, and then placed on public review. At the conclusion of the public comment period, public comment will be reviewed and the final plan will be approved by the Board of Education at the November meeting.

Mission Statement

The North Penn School District is an effective, innovative, student-centered community of teaching and learning where every student is empowered to:

- become an independent, resilient, life-long learner who uses knowledge to create new understandings;
- exhibit creative, collaborative, and critical thinking;
- achieve at one's highest potential;
- live as a positive, responsible, and contributing citizen of the global society; and
- develop a respect for diversity and appreciation of human differences.

Vision Statement

The North Penn School District seeks to develop students who embody its universal values of achievement, kindness, collaboration, respect, responsibility, resilience, and integrity. Through an education that grows students both academically and emotionally, equitable opportunities, and a respect for human differences, North Penn will develop individuals who contribute meaningfully to their local and global communities.

Shared Values

Visionary Leadership: Contributes to the development of a quality organization by building the relationships necessary to create the conditions that foster a high level of employee, student, and community engagement; provide opportunities for employee decision-making; include a high level of visibility; and are characterized by leadership coaching.

High Expectations for Learning: Cultivate an environment where every student is challenged to reach his or her highest potential, receives equitable access to learning, and where families, community members, and staff demonstrate the confidence to meet the needs of every child by using strategies that ensure high levels of achievement and address student differences.

People-Centered Community: Empowers and equips students, staff, and community members to better serve, providing them with a healthful environment in which they continuously learn and embrace change, and solicit feedback to effectively understand and address the needs and concerns of students, staff, and the community.

Continuous Improvement: Embraces ongoing efforts to improve services and outcomes resulting in positive change based upon feedback, and program assessment.

Partnerships and Teamwork: Leverages the collective experience and expertise of all members of the school community including students, parents, staff, and citizens to deliver the best for our students.

Strength in Diversity: Recognizes the power in respecting, understanding, and celebrating human differences to build community, inspire ideas, develop shared experiences, and enrich the organization.

Educational Community

The North Penn School District is a large suburban district of approximately 12,700 students located in southeastern Pennsylvania. The district encompasses 42.73 square miles, including the municipalities of Upper Gwynedd, North Wales, Hatfield Borough, Hatfield Township, Lansdale, Line Lexington, and Montgomeryville. Currently the district consists of 13 elementary schools, three middle schools, one high school and one credit recovery school. NPSD employs approximately 2,000 staff members.

The district celebrates its increasing diversity, with approximately 41% students of color.

Overall, the 5.5% of district students qualify for ESL services, with individual schools ranging as high as 20% ESL. Approximately 32% of NPSD students qualified for free or reduced lunch in 2017-18, with individual schools ranging as high as over 60% qualifying. Roughly 16% of students in the district qualify for special education services.

The richness and diversity of North Penn's students, families, staff, and community contribute to its robust academic program and countless extracurricular opportunities.

Planning Committee

Name	Role
Ashley Bennett	Administrator : Special Education
Tim Clarke	Administrator : Special Education
Tiffany D'Amore	Administrator : Special Education
Ruth Desiderio	Administrator : Special Education
Curtis R. Dietrich	Administrator
Christine Kelly	Administrator : Special Education
Scott Kennedy	Administrator
Nicholas Kraynak	Administrator
Christine Liberaski	Administrator
Cheryl McCue	Administrator : Professional Education
Deborah McKay	Administrator : Professional Education
Christine Mueller	Administrator : Special Education
Jenna Rufo	Administrator : Special Education
Juliet Rusak	Administrator : Professional Education
Elizabeth Santoro	Administrator : Professional Education
Steve Skrocki	Administrator
Jason Bashaw	Building Principal : Professional Education
Todd Bauer	Building Principal : Professional Education
William Bowen	Building Principal : Professional Education
Neil Broxterman	Building Principal : Special Education
Joe Covone	Building Principal : Professional Education
James Galante	Building Principal : Professional Education
Marc Gosselin	Building Principal : Professional Education
Kyle Hassler	Building Principal : Professional Education
Lori Hoch	Building Principal : Professional Education
Amber Kitchenmann	Building Principal : Professional Education
Jeff Macosko	Building Principal : Professional Education
Doug Povilaitis	Building Principal : Professional Education Special Education
Mary Scott	Building Principal : Professional Education
D'Ana Waters	Building Principal : Professional Education Special

	Education
Jon Winkle	Building Principal : Professional Education Special Education
Jennifer Joseph	Business Representative : Professional Education
Pamela Kelly	Business Representative : Professional Education
Jody Danenhower	Business Services
Janice Yaworski	Business Services
Bob Gillmer	Communication Media Services
Suzanne Franks	Community Representative : Professional Education
Aimee Heavener	Community Representative : Professional Education
Brett Baker	Ed Specialist - Instructional Technology : Professional Education
Melissa Harding	Ed Specialist - Nutrition Service Specialist
Tara Brehm	Ed Specialist - Other : Professional Education Special Education
Stacie Mosely	Ed Specialist - Other : Professional Education Special Education
Stormy Vogel	Ed Specialist - Other : Professional Education
Susie Caiola	Ed Specialist - School Counselor : Professional Education
Trish Pike	Ed Specialist - School Counselor : Special Education
Karen Skillman	Ed Specialist - School Nurse : Professional Education
Janel Dalesio	Elementary Gifted Support
John Brehm	Elementary School Teacher - Regular Education : Professional Education
Janet Crawford	Elementary School Teacher - Regular Education : Professional Education
Sean Devlin	Elementary School Teacher - Regular Education : Professional Education
Cynthia Douglas	Elementary School Teacher - Regular Education : Professional Education
Terry Klein	Elementary School Teacher - Regular Education : Professional Education
Sue Mohr	Elementary School Teacher - Regular Education : Professional Education
Todd Prisco	Elementary School Teacher - Regular Education : Professional Education

Karen Scioli	Elementary School Teacher - Regular Education : Professional Education
Melissa Splendido	Elementary School Teacher - Regular Education : Professional Education
Trish Clemmer	Elementary School Teacher - Special Education : Special Education
Deb Hunter	Elementary School Teacher - Special Education : Special Education
Amy Madrill	Elementary School Teacher - Special Education : Professional Education
Ted Trissler	Elementary School Teacher - Special Education : Professional Education
Marjie Scott	Extended School Care
Grace Katz	High School Teacher - Regular Education : Professional Education
Cheryl Neubert	High School Teacher - Regular Education : Professional Education Special Education
Kristen Panaski	High School Teacher - Regular Education : Special Education
Nate Snyder	High School Teacher - Regular Education : Professional Education
Megan Jermain	High School Teacher - Special Education : Special Education
Leslie Rose	Human Resources
Meg Burke	Instructional Coach/Mentor Librarian : Professional Education
Daniel Grunmeier	Instructional Coach/Mentor Librarian : Professional Education
Denise Trimborn	Instructional Coach/Mentor Librarian : Special Education
Kristen Landis	Instructional Technology Director/Specialist : Professional Education
Stormy Vogel	Librarian : Professional Education
Ed Brun	Middle School Teacher - Regular Education : Professional Education
Leslie Fulp	Middle School Teacher - Regular Education : Professional Education Special Education
Jerry Kerzmann	Middle School Teacher - Regular Education : Professional Education
Fran Hershman	Middle School Teacher - Special Education : Special

	Education
Janice Phiambolis	Middle School Teacher - Special Education : Special Education
Susan Lynam	NPESPA President
Chris Calhoun	Parent : Professional Education
Lisa Cullen	Parent : Professional Education
Carrie Cummiskey	Parent : Professional Education
Connie Ebbingshous	Parent : Professional Education
Michele Hoenig	Parent : Special Education
Erik Huebner	Parent : Professional Education
Beth McGonagle	Parent : Special Education
Shaundra Middlekauff	Parent : Professional Education
Daniel Moretski	Parent : Professional Education
Lynne Reamer	Parent : Professional Education
Len Rubenstein	Parent : Professional Education
Shannon Snyder	Parent : Professional Education
Christopher Thompson	Parent : Professional Education
Tori Young	Parent : Professional Education
Rachel Earley	Student Curriculum Director/Specialist : Professional Education
Nina Fenstermaker	Student Curriculum Director/Specialist : Professional Education
Ketty Kaminsky	Student Curriculum Director/Specialist : Professional Education
Lisa Andrey	Technology Support
Mary Ann Bender	Technology Support
Vivian Cao	Technology Support
Joanna Chavez	Technology Support
Kevin Eck	Technology Support
Eileen Franklin	Technology Support
Peggy Hoffman	Technology Support
Jaclyn Hoover	Technology Support
Greg Koch	Technology Support
Barbara Maier	Technology Support
Karen McDermott	Technology Support
Tom Oakes	Technology Support
Helen Wright	Transition Coordinator : Special Education

Core Foundations

Standards

Mapping and Alignment

Elementary Education-Primary Level

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

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

This narrative is empty.

Elementary Education-Intermediate Level

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

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

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

This narrative is empty.

Middle Level

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

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

This narrative is empty.

High School Level

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

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

This narrative is empty.

Adaptations

Elementary Education-Primary Level

Checked answers

None.

Unchecked answers

None.

Elementary Education-Intermediate Level

Checked answers

None.

Unchecked answers

None.

Middle Level

Checked answers

None.

Unchecked answers

None.

High School Level

Checked answers

None.

Unchecked answers

None.

Explanation for any standards checked:

Not applicable.

Curriculum

Planned Instruction

Elementary Education-Primary Level

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

Processes used to ensure Accomplishment:

The North Penn School District has developed a Curriculum Management Plan, which addresses the development of a standards-based curriculum through the use of a curriculum framework at each grade level or for each course. The Curriculum Management Plan also details the development of a Scope and Sequence Chart, Unit Plans, Pacing Chart, and other documents to ensure access and equity of learning and instruction. In addition, common curriculum-based assessments are developed in support of a high quality curriculum and educational program. Lastly, the North Penn School District has a

curriculum cycle, which defines when each content area is scheduled for curriculum review and development. All planned courses are complete with the exception of Social Studies, which will be completed in the 2019-20 school year.

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

Not Applicable.

Elementary Education-Intermediate Level

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

Processes used to ensure Accomplishment:

The North Penn School District has developed a Curriculum Management Plan, which addresses the development of a standards-based curriculum through the use of a curriculum framework at each grade level or for each course. The Curriculum Management Plan also details the development of a Scope and Sequence Chart, Unit Plans, Pacing Chart, and other documents to ensure access and equity of learning and instruction. In addition, common curriculum-based assessments are developed in support of a high quality curriculum and educational program. Lastly, the North Penn School District has a curriculum cycle, which defines when each content area is scheduled for curriculum review and development. All planned courses are complete with the exception of Social Studies, which will be completed in the 2019-20 school year.

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

Not Applicable.

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	Accomplished

are identified.	
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:

The North Penn School district has developed a Curriculum Management Plan, which addresses the development of a standards based curriculum through the use of a curriculum framework at each grade level or for each course. The Curriculum Management Plan also details the development of a Scope and Sequence Chart, Unit Plans, Pacing Chart, and other documents to ensure access and equity of learning and instruction. In addition, common curriculum-based assessments are developed in support of a high quality curriculum and educational program. Lastly, the North Penn School District has a curriculum cycle, which defines when each content area is scheduled for curriculum review and development.

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

Not Applicable

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:

The North Penn School District has developed a Curriculum Management Plan, which addresses the development of a standards-based curriculum through the use of a curriculum framework at each grade level or for each course. The Curriculum Management Plan also details the development of a Scope and Sequence Chart, Unit Plans, Pacing Chart, and other documents to ensure access and equity of learning and instruction. In addition, common curriculum-based assessments are developed in support of a high quality curriculum and educational program. Lastly, the North Penn School District has a curriculum cycle, which defines when each content area is scheduled for curriculum review and development.

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

Not Applicable

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.

North Penn embraces an inclusive approach to education to support multiple access points to a rigorous, standards-aligned curriculum. For students with IEPs, a variety of service delivery models are employed to support inclusion depending on student needs. To support the inclusion of students with disabilities in regular education, professional development is provided and supports and structures are updated in each building as needs evolve. Collaborative efforts among the Montgomery County Intermediate Unit, Principals, and Special Education Supervisors, have provided for staff training in building capacity for inclusive practices. An "Inclusion Toolkit" is available for all staff which provides an electronic platform to share accommodations and modifications.

North Penn built internal capacity with the addition of inclusion facilitator positions in all school buildings. Inclusion facilitators are special education teachers who coordinate services for students with significant disabilities who are included in general education. They spend a portion of their day consulting with teams, accommodating and modifying curriculum, providing behavioral supports and interventions, and job-embedded coaching to their colleagues.

At all levels, elementary and secondary, co-teaching exists for the core subject areas. Students are integrated with non-disabled peers and are instructed by a team of two teachers which may be a configuration of one regular education teacher and one special education teacher. Co-teaching pairs are trained to deliver best practice inclusive instruction in the areas of English/Language Arts, Social Studies, Science and Math.

For student receiving gifted services, their gifted support teachers provide pull-out and/or push-in support to enrich and extend the curriculum. Gifted support teachers recently began working with grade level teams to create Student Learning Objectives (SLOs) so that gifted students are challenged within the regular education classroom.

Student intervention needs are accommodated in a number of ways. At the elementary level, the Multi-Tiered System of Supports (MTSS) framework provides the structure through which student needs are identified and matched with appropriate interventions. A tiered instruction model is used to increase the frequency and intensity of intervention according to student need. Ready to Learn Grant and Title I grant money support the employment of intervention assistants as additional resources for flexibly grouping students. At the secondary level, a tiered intervention system has been implemented at the middle school, along with a set of interventions at the high school designed to assist students in attaining proficiency on the Keystone Exams.

English Language Development (ELD) students receive sheltered instruction from ESL teachers for

language arts. Push in support is provided in content area courses for beginners to ensure adequate assistance with attaining mastery of grade level curriculum. The district has trained over 200 teachers in the Sheltered Instructional Observational Protocol (SIOP) instructional model to better assist English Learners (ELs) with attaining academic vocabulary and background knowledge within the context of the general curriculum. In addition, the district has utilized their Title III funds to provide instructional coaches who will be providing real-time professional development and support to all teachers of ELs. Through Title III funding the district also provides a summer program for Elementary ELs as well as a family and community night.

Instruction

Instructional Strategies

Checked Answers

- Formal classroom observations focused on instruction
- Walkthroughs targeted on instruction
- Annual Instructional evaluations
- Peer evaluation/coaching
- Instructional 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.

The goal of the North Penn School District Supervision and Evaluation Plan is to support all students in their efforts to learn. It is a plan that demonstrates the commitment between the school district and the professional staff to develop a reflective, collaborative environment where the acceleration of student achievement is the ultimate goal. The supervision and evaluation process is an ongoing process throughout the year where collaborative conversations between supervisors and professionals are encouraged and opportunities for growth pursued by each professional.

Teacher reflection is a critical component of this process as teaching and learning are evaluated in a collaborative, supportive environment with the evaluator. The reflective process is meant to facilitate continuous improvement as best practices to support students are evaluated and adjusted.

The supervision and evaluation model in the district is based on the work of Charlotte Danielson about what constitutes best practice in order to support student achievement. It provides a common language for what good teaching looks like and provides the opportunity for educators to become reflective practitioners and collaborators with evaluators throughout the supervision and evaluation process. There are four domains: Planning and Preparation, Classroom Environment, Instruction, Professional Responsibility. Observations consist of both focused and formal processes. A focused observation is an unscheduled observation of the educator by the evaluator that lasts approximately 15-25 minutes. This process includes an Observation and a Reflective Conference. A formal observation is a scheduled observation of the educator by the evaluator that lasts the duration of a class period (i.e. 45-60 minutes). This process includes a Planning Conference, Observation, and Reflective Conference. For the Planning Conference, a face-to-face meeting occurs in the following instances: non-tenured teacher, teacher on a PIP, by evaluator or teacher request. Otherwise Domain 1/Domain 4 documentation is submitted electronically to evaluator. In addition to supervision by administrators, an instructional coaching program has been developed to provide teachers with job-embedded professional development and coaching. Learning coaches are available to consult with teachers and provide professional development on instructional strategies, inclusive practices, cultural proficiency, positive behavior supports, student mental health, and technology integration.

A Summative Rating Meeting occurs in the Spring or the Fall between the teacher and building administrator to discuss respective PDE 82-1 or 82-3. A conversation to discuss finalization of SLO and/or LDR may occur at any point during the year as agreed upon by the educator and building administrator once the goals, measurement and/or reflection are completed. The finalization of all evaluations occurs in the Fall once all data has been received from PDE.

In an effort to assist professional staff in providing quality education and instruction, the North Penn School District has developed a Performance Improvement Model specifically designed to improve and enhance professional performance by focusing on specific methods, resources, strategies and techniques that can strengthen/refine professional skills. The Performance Improvement Model is a systematic and documented process which allows the professional a sustained amount of time to concentrate on refining and enhancing professional skills while receiving essential and meaningful feedback from immediate supervisors, administrators and district resource staff. The plan is mutually implemented by the staff member and evaluator and should foster a climate wherein both staff member and administrator/supervisor can work collaboratively to bring about improvement. The model should offer support, assistance and professional tasks related to specific performance expectations; however, the fundamental responsibility for achieving the expectations/goals resides with the staff member. The model is supported by Administrative Regulation 4117, revised. Upon completion of Performance Improvement Model, the employee moves into a Formal

Evaluation Model.

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

Individual teacher lesson plans are not reviewed in a systematic manner. Discussions around instruction, lesson planning and preparation occur through the contexts specified above in the supervision and evaluation plan. Additionally, these discussions occur through regular Professional Learning Community (PLC) meetings and department meetings. Planning and preparation is stressed in the current supervision and evaluation plan and is one of the areas in which professional staff are evaluated. Teachers may submit artifacts of evidence reflecting their planning and preparation, which may or may not include formal lesson plans.

Responsiveness to Student Needs

Elementary Education-Primary Level

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

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

This narrative is empty.

Elementary Education-Intermediate Level

Instructional Practices	Status
Structured grouping practices are used to meet student needs.	Full Implementation
Flexible instructional time or other schedule-related practices are used to meet student needs.	Full Implementation
Differentiated instruction is used to meet student needs.	Implemented in 50% or more of district classrooms

A variety of practices that may include structured grouping, flexible scheduling and differentiated instruction are used to meet the needs of gifted students.	Full Implementation
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If necessary, provide further explanation. (Required explanation if column selected was

This narrative is empty.

Middle Level

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

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

This narrative is empty.

High School Level

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

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

This narrative is empty.

Recruitment

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

The North Penn School District recognizes the importance of recruiting and employing highly qualified and competent individuals to fill professional staff vacancies. To that end, all instructional staff within the school district hold appropriate level certifications for the content areas in which they teach as issued by the Pennsylvania Department of Education. Building principals coordinate the assignment of professional staff in accordance with the needs of students and the master schedule of courses.

The process for the recruitment and employment of professional staff can be viewed as an ongoing comprehensive sequence of related activities. These activities are as follow: determination of vacancies, recruitment of applicants, processing employment applications, review of applications, interview of candidates, selection of candidates, orientation of prospective employees, induction of employees.

The North Penn School District will not discriminate in employment, educational programs or activities based on race, color, religion, ancestry, sex, national origin/ethnicity, age, marital status, sexual orientation, gender identity, military status, and/or disability. This policy extends to all legally protected candidates.

Assessments

Local Graduation Requirements

Course Completion	SY 19/20	SY 20/21	SY 21/22
Total Courses	25.00	25.00	25.00
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	3.00	3.00	3.00
Music, Art, Family & Consumer Sciences, Career and Technical Education	0.00	0.00	0.00
Electives	4.00	4.00	4.00
Minimum % Grade	65.00	65.00	65.00

Required for Credit (Numerical Answer)			
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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

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

Methods and Measures

Summative Assessments

Summative Assessments	EEP	EEI	ML	HS
PSSA Reading/ELA, Mathematics, Writing, and Science		X	X	
Keystone Exams Algebra 1, Biology, and English Literature			X	X
District Developed Midterm and/or Final Exams	X	X	X	X
District Developed Unit Assessments	X	X	X	X
ACCESS	X	X	X	X

Benchmark Assessments

Benchmark Assessments	EEP	EEI	ML	HS
Dynamic Indicators of Basic Early Literacy (DIBELS)	X	X		
Classroom Diagnostic Tools (CDT)		X	X	X

Formative Assessments

Formative Assessments	EEP	EEI	ML	HS
District Developed Running Records	X	X		

Diagnostic Assessments

Diagnostic Assessments	EEP	EEI	ML	HS
HMH Reading Inventory (RI)			X	X
HMH Mathematics Inventory (MI)		X	X	
Classroom Diagnostic Tools (CDT)		X	X	X

Validation of Implemented Assessments

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

Provide brief explanation of your process for reviewing assessments.

Teacher developed curriculum based assessments are developed collaboratively and are reviewed by the department for implementation. Curriculum supervisors review

assessments, which are aligned to standards. Principals and central office administrators review curriculum based assessment results.

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.

Not Applicable

Collection and Dissemination

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

Curriculum-based and other student assessment data is stored in the LinkIt! database. This system is also used to disseminate results and data as well as to analyze data. In addition, the district uses the DIBELS Online system to collect and analyze DIBELS data. The PVAAS system is used to collect and analyze the PVAAS data. In addition, specific data reports are prepared by the Assistant Superintendent or the Data Coordinator using a variety of technology tools. In addition, data is disseminated and discussed at district level and building level meetings. Results from all assessments are triangulated to determine overall patterns of achievement and identify areas of need. At the elementary level, "data days" occur six times yearly where grade-level teams meet to review data and adjust instructional decision-making. At the secondary level, department chairs hold meetings to review and analyze data. "Data retreats" occur annually over the summer months where building leadership teams meet to review summative data and develop goals for the year. Data is also shared with the community through publications, Board meetings, and the district website.

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.

Data is used to inform placement of appropriate programming and instructional needs for students. Each grade range has protocols for the multiple data sources to be used to determine the appropriate instructional placement of students, including MTSS protocols to place students into tiered instruction at the elementary level. At the secondary level, student data are reviewed to determine appropriate instructional placement into course levels as well as to place students into specific reading, mathematics, and science interventions.

Data is also used on a teacher level to inform classroom instruction. Teachers monitor curriculum-based informal and formal assessment data to monitor student achievement both in terms of proficiency and growth. Teachers utilize this data to provide additional support on specific skills for struggling learners and reteach concepts as necessary. Teachers are expected to use cumulative questions so that they can ensure that student mastery and retention of concepts occurs throughout the year.

Assessment Data Uses

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

Provide brief explanation of the process for incorporating selected strategies.

Teachers are asked to review student achievement data and reflect upon classroom practices. Often, teachers are guided to specific areas of concern by building administration or by curriculum supervisors. Teachers also utilize data review meetings and professional learning communities to review data, identify needs, and develop strategies for meeting those needs. The assessment data is used to refine and validate specific curriculum and instructional practices linked to mastery of state standards. Assessment items are linked to the curriculum framework to ensure alignment between the curriculum, instruction, and assessment. The district uses a data analysis, needs assessment, and root cause analysis process to determine areas of needs on a building and district level. These areas are then incorporated into the professional development program, where teachers are provided with support in understanding and implementing these strategies. The strategies addressed are evidence-based and designed to support standards-aligned instruction.

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

Not applicable.

Distribution of Summative Assessment Results

Distribution Methods	EEP	EEl	ML	HS
Course Planning Guides	X	X	X	X
Directing Public to the PDE & other Test-related Websites	X	X	X	X
Individual Meetings	X	X	X	X
Letters to Parents/Guardians	X	X	X	X
Local Media Reports	X	X	X	X
Website	X	X	X	X
Meetings with Community, Families and School Board	X	X	X	X
Mass Phone Calls/Emails/Letters	X	X	X	X
Newsletters	X	X	X	X
Press Releases	X	X	X	X
School Calendar	X	X	X	X
Student Handbook	X	X	X	X
Annual Report	X	X	X	X

Provide brief explanation of the process for incorporating selected strategies.

The district employs a variety of distribution methods to ensure that assessment information reaches parents, students, and community members. Community members receive updates on key data indicators through the annual report, community meetings, the district website, and other parent meetings. These strategies provide a high level overview of key trends at the district and/or school level. The web site contains links to PVAAS, School Performance Profile, and other data sources. The Director of Community Engagement acts as a liaison with the local media to provide assessment information, including highlights of exceptional achievement, through print, online, and television media. Student centered materials such as the handbook and course planning guides provide information relative to assessment requirements and opportunities for students.

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

Not applicable.

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.

NPSD conducts annual "data retreats" where leadership teams in each school meet to review data and determine areas of strengths and needs. Following data retreats, school goal plans are developed. The goals are developed to align with the district's comprehensive plan as well as state standards and expectations. Proposed strategies for improvement are based upon root cause analysis. Progress monitoring of goals occurs throughout the year to assess the effectiveness of strategies and make adjustments as needed to reach goals. Strategies are prioritized by their impact on student achievement and their effectiveness at producing at least one year's growth in one year's time for all students. Central office administrators and coaches provide ongoing support for building level administrators and staff to assist in the improvement of achievement. The district maintains and is expanding its continuum of interventions to support struggling learners so that all students maximize their growth in achievement.

Programs, Strategies and Actions

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

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

The district does not currently employ school resource officers as part of its plan for safe and supportive schools. However, the district retains its own security staff and an administrator responsible for school safety. The district also maintains a close working relationship with the local police departments. Schoolwide positive behavioral supports are utilized with fidelity in four elementary buildings. While other elementary schools utilize positive behavioral supports to a degree, those schools are not part of the statewide SWPBIS network. Secondary schools are in the process of investigating SWPBIS. A team of six behavior specialists are employed to support staff with positive behavior supports.

While the district recognizes the importance of peer supports or helpers, there is not a formal system in place. Peer supports occur informally in classrooms.

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.)

Gifted education awareness activities occur through multiple media. This includes the website, television, and district publications. The Gifted Child Find Annual Public notice is posted through each of these outlets.

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

Within the North Penn School District, students can be screened at any grade for the program and may be referred for a Gifted MultiDisciplinary Evaluation (GMDE) through any of the following avenues:

1. Parent Referral: Parents may request a review of all current screening data that has been collected and, if it is not complete, request data from the diagnostic layer of screening to make a decisions about moving on to evaluation. Parents may contact any school official regarding their interest in comprehensive screening who will forward the information to the MTSS Team for review. When a request for a GMDE is made, the school must respond to the parent within 10 calendar days.
2. Student Referral: A student may ask, at any time, to be screened for the program. Pursuant to appropriate parental consent, the district will initiate the screening process through the MTSS Team.
3. Teacher/Data Referral: North Penn uses a multi-criteria process to determine whether students should be referred for a Gifted Multidisciplinary Evaluation (GMDE). Each school's Multi-Tiered System of Support (MTSS) Team meets regularly with grade level teams to review universal screening data. They will identify a group of advanced learners who have met the required data points in English Language Arts **and/or** Math. Students who meet these thresholds will move on to a diagnostic screening. Following this second layer of screening, students who meet established criteria will be discussed by the MTSS Team for GMDE consideration. MTSS Teams should review the data once per year on a rotating schedule. *If the child has been exempt from the PSSA due to religious reasons or moves into the district at any point during the school year, use the assessment data that is available to the team.*

Data obtained through the Universal Screening and Diagnostic Screening will be reviewed by the MTSS Team. The team will review previous educational records (including previous GWR's if applicable), examine work samples and consider teacher/parent observations/anecdotes about the student, and discuss enrichment activities already being provided. In addition, the team will consider the impact of potential intervening factors that may be masking gifted abilities (e.g. English as a second language, learning disability, physical impairment, emotional disability, gender or race bias or socio/cultural

deprivation). If the team agrees that there is sufficient data to support a GMDE, a Gifted PTE will be issued to the parents.

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

North Penn's process for identification of gifted children is consistent with Pennsylvania Chapter 16 regulations. Students are eligible for gifted services when they possess an IQ score of 130 or above or when multiple criteria strongly indicate gifted ability. Multiple criteria include, but are not limited to, achievement, rate of acquisition/retention, and early skill development. Throughout the evaluation process, psychologists remain cognizant that there are no intervening factors masking giftedness, such as a disability, language acquisition barrier, and socioeconomic, gender, or race bias. Determination of gifted ability will not be based on IQ score alone. Deficits in memory or processing speed, as indicated by testing, cannot be the sole basis upon which a student is determined to be ineligible for gifted special education. A person with an IQ score lower than 130 may be admitted to gifted programs when other educational criteria in the profile of the person strongly indicate gifted ability. Determination of mentally gifted must include an assessment by a certified school psychologist.

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.

Instruction for gifted students is provided as specified in students' GIEPs. These opportunities include both acceleration and enrichment as determined by a student's GIEP team. This may include pull-out sessions, push-in support from the gifted education teacher and/or consultative gifted support. At the elementary level, students are flexibly grouped during an intervention/enrichment period. Students receiving enrichment focus on extending and applying the general education curriculum. At the secondary level, gifted seminars are offered as an opportunity to deepen critical thinking and problem-solving skills. A mentorship program is also available for high school seniors identified as gifted where they receive credit for completing an internship and written reflections in an area of interest. Finally, gifted students are able to participate in rigorous offerings available to all students, including Advanced Placement courses, dual enrollment at local colleges, and exploring areas of interest not offered in the regular curriculum through Virtual High School. Potential whole-grade or single-subject acceleration discussions occur at GIEP team meetings as needed to determine the most appropriate placement.

Developmental Services

Developmental Services	EEP	E EI	ML	HS
Academic Counseling	X	X	X	X
Attendance Monitoring	X	X	X	X
Behavior Management Programs	X	X	X	X
Bullying Prevention	X	X	X	X
Career Awareness		X	X	X

Career Development/Planning			X	X
Coaching/Mentoring				
Compliance with Health Requirements -i.e., Immunization	X	X	X	X
Emergency and Disaster Preparedness	X	X	X	X
Guidance Curriculum	X	X		
Health and Wellness Curriculum	X	X	X	X
Health Screenings	X	X	X	X
Individual Student Planning	X	X	X	X
Nutrition	X	X	X	X
Orientation/Transition	X	X	X	X
RTII/MTSS	X	X		
Wellness/Health Appraisal	X	X	X	X

Explanation of developmental services:

North Penn School District utilizes a developmental approach to student services to meet the unique and varied needs of students dependent on age. School counseling, psychological support, health and nursing services, behavior support and home/school visitor involvement are all integral components of a coordinated approach to student services. The district has one guidance counselor in every elementary building as well as multiple counselors in each secondary building. A developmental guidance curriculum that focuses on personal safety, relationships, bullying prevention, drug and alcohol prevention, career awareness, and health and wellness is used.

Additionally, the school district has a Student Assistance Program (SAP) that is used to support students struggling with mental health or substance abuse needs. Each secondary building is also assigned a Lakeside Mainstay Counselor, in addition to guidance counseling, who assists with emotional support programming and students transitioning to the district from alternative or court-ordered placements.

Thirteen school psychologists are employed by the district to support schools with diagnosis, intervention, and referrals of students struggling to reach their potential, either academically, behaviorally, or emotionally. Child study teams are employed at each school to review and discuss struggling students. These teams consist of the building principal or assistant principal, guidance counselor, special education supervisor, school psychologist, home and school visitor, and regular and general education teachers. Teams brainstorm interventions and make referrals to outside agencies or supports when necessary.

The district recently employed six School Climate Coordinators at the elementary level. These individuals are responsible for implementing character education curriculum and assisting with schoolwide positive behavioral support systems.

Student services at North Penn are a crucial component of instruction at all levels. Students need to feel safe, secure, and have access to equitable opportunities as prerequisites for effective learning. School counselors, teachers, and administrators reach out to parents to form partnerships to help support those social-emotional needs. Career awareness units and career assessments are also employed to assist students in achieving their post-secondary goals, either academic or vocational-technical.

The district complies with regulations in the Pennsylvania Public School Code of 1949, Article XIV School Health Services, for health and nursing. Schedules are developed to ensure proper nurse-student ratios and allow adequate time for necessary screenings. Nursing outreach efforts occur through phone calls and letters to support students who may have difficulties obtaining health services.

Each student with an IEP who has been found to have behaviors that impede his/her own learning or that of others has a Positive Behavior Support Plan (PBSP). The PBSP incorporates positive behavior interventions, replacement behaviors to be taught, as well as de-escalation strategies. Each teacher is trained in writing measurable behavior goals, the collection of data on goal progress, and the analysis of the behavioral data. Training in the use of Functional Behavioral Analysis (FBA) has also been emphasized. To facilitate the analysis and understanding of behavior, the district employs five Board Certified Behavior Analysts and one Behavior Specialist. Their responsibilities include observing students, reviewing data, writing FBA reports and making recommendations, consulting with school teams (including IEP teams), and facilitating the generation of PBSPs, as well as providing valuable input to all teachers, and working directly with students to support them in the least restrictive environment.

Diagnostic, Intervention and Referral Services

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

Explanation of diagnostic, intervention and referral services:

Students suspected as potentially eligible for special education, section 504 services, or gifted services are evaluated in accordance with Chapters 14, 15, and 16 respectively. School psychologists determine the most appropriate diagnostic tools to use for evaluation based on student needs and suspected areas of disability or giftedness. Accommodations and modifications in student IEPs, GIEPs, or Section 504 plans are determined by individual teams.

Child Study Teams at the secondary level and Multi-Tiered Systems of Support (MTSS) teams at the elementary level review and discuss the needs of students struggling academically, behaviorally, or emotionally. These teams consist of the building principal or assistant principal, guidance counselor, special education supervisor, school psychologist, home and school visitor, and regular and general education teachers. Child Study Teams meet weekly and are the vehicle for referring students to individual counseling, small group counseling, or Student Assistance Programs

Crisis teams are in place at each building. Every building has a team of individuals certified in Safe and Positive Approaches (SPA) who are knowledgeable of verbal de-escalation techniques and the use of physical restraint as a last resort. Professional and paraprofessional staff, as well as building security personnel and school nurses, receive training on an annual basis in Safe and Positive Approaches for Preventing and Responding to Crisis (SPA). SPA is a comprehensive crisis prevention/intervention program designed to promote staff knowledge and competence in preventing, defusing, and managing crisis situations. Reflecting current trends and best practices, SPA provides a continuum of intervention built upon a least-restrictive philosophical approach. Its strong focus on positive and preventative measures aims to reduce and eliminate the use of seclusion and restraint. The SPA curricular components include: staff effectiveness training, safety techniques training, and personal emergency interventions (restraint) training. Four staff members (3 BCBAs and a Special Education Supervisor) are certified by Devereux to train and certify district staff in SPA techniques at all three levels. Two of the District's trainers (both BCBAs) have also completed a supplementary program in the supervision of SPA.

Additionally, every classroom has Emergency Procedures resources that describes the necessary steps to be taken during crisis situations and evacuations or lockdowns.

Consultation and Coordination Services

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

Explanation of consultation and coordination services:

A variety of supports and resources within the community are used to address emotional, health and basic needs of students. School counselors and home/school visitors are trained and knowledgeable in referrals for mental health supports, nutrition, health and various other resources.

Communication of Educational Opportunities

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

Communication of Student Health Needs

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

Frequency of Communication

Elementary Education - Primary Level

- Monthly

Elementary Education - Intermediate Level

- Monthly

Middle Level

- Monthly

High School Level

- Monthly

Collaboration for Interventions

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

The collaboration between classroom teachers and individuals providing interventions regarding differing student needs and academic progress happens on an ongoing basis. At the elementary level, classroom teachers collaborate with intervention staff at a minimum of one time per week to review progress and plan for future intervention support. Individual student deficits in skills are reviewed and interventions are matched to provide the appropriate intervention. The Multi-Tiered Systems of Support (MTSS) process was also recently implemented at the elementary level. Students who are struggling academically, behaviorally, socially or emotionally, are brought to a team of individuals who review data and information and support teachers in developing strategies. Similarly, at the secondary level, a Child Study Team (CST) process is utilized whereby teams meet weekly to discuss students of concern.

Various vehicles are used to support classroom teachers and intervention staff to provide the conditions for collaboration. Such vehicles are morning planning time, professional learning communities, and data analysis days during the year. Teachers meet in professional learning communities to discuss and strategize action plans to address the specific learning and achievement needs of students who require intervention. In the general education and special education settings, academic progress is monitored and instructional practices modified in order to best support individual students.

Community Coordination

Describe how you accomplish coordination with community operated infant and toddler centers, as well as preschool early intervention programs. In addition, describe the community coordination with the following before or after school programs and services for all grade levels, including pre-kindergarten, if offered, through grade 12.

1. Child care
2. After school programs
3. Youth workforce development programs
4. Tutoring

North Penn School District partners with the Montgomery County Intermediate Unit to ensure that all children receiving Early Intervention services are provided with the appropriate supports to be successful in kindergarten.

It is the responsibility of the Montgomery County Intermediate Unit to make the district aware of all students receiving Early Intervention services, with parent permission. North Penn School District offers each family a transition meeting with the child, where records are reviewed, family input is provided, and the child is given activities to complete so that the district may assess his or her skill set.

As a result of this meeting, each child is provided with a comprehensive evaluation based on his or her individual needs. Families are provided with a comprehensive evaluation report, information on programs offered within the district, and an opportunity to meet with school teams to determine appropriate programming and levels of supports.

It is the mission of the North Penn School District to educate all students in the least restrictive environment. The IEP team strives to provide supports to incoming kindergarteners in their home building, so they can become a part of the school and community. A continuum of services is offered throughout the district so each child can be supported appropriately and reach their fullest potential.

The district coordinates transportation with various child care facilities in the district so that students may be picked up and dropped off at the child care centers. Tutoring services are provided by the Boys and Girls Club of North Penn through a Homework Club program supported by the North Penn United Way, and the district partners with these organizations to provide access to the Homework Club both by transporting students to the Club and by offering a Homework Club location at one elementary school. The district also operates an Extended School Care program to provide before and after school child care for students enrolled in the elementary schools.

Preschool Agency Coordination

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

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

The district coordinates with the Montgomery County Intermediate Unit to serve children participating in the Early Intervention program as described in the previous narrative. In addition, the district retains an Early Learning Coordinator to provide specific professional development, technical assistance, and family engagement activities for both preschools in the district and Kindergarten teachers. Preschool age students may apply to attend

the Kiddee Korner program operated by the district, and students with disabilities would be accommodated as needed. In addition, the district offers a “Dream Growers” program one day per week in the morning for students in one of our Title I schools. This program is conducted by our Early Learning Coordinator; it serves as vehicle to provide readiness skills to the students and prepares families for the transition to Kindergarten.

The Early Learning Coordinator provides preschool families with monthly activities designed to promote kindergarten readiness. She provides job embedded professional development and coaching to all kindergarten teachers in social learning, literacy, and mathematics. Kindergarten PLC’s are held monthly with the Early Learning Coordinator and all kindergarten teachers to discuss data, standards, and best practices.

The Early Learning Coordinator coordinates the screening process that occurs at kindergarten registration. This screening process is designed to provide the classroom teacher with basic information about the readiness levels of the incoming kindergarten students; it is not used as a means of eligibility to attend kindergarten. Kindergarten Orientation occurs in the spring of each year for all thirteen elementary schools. The Early Learning Coordinator works collaboratively with the principals to design the program to ensure a seamless transition for all families from Pre-K to Kindergarten.

Materials and Resources

Description of Materials and Resources

Elementary Education-Primary Level

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

Provide explanation for processes used to ensure Accomplishment.

The district employs a centralized materials and resources selection process to determine the research-based materials and resources that are best aligned with student learning needs. The process assesses the alignment with the academic standards as well as the instructional strategies. The district ensures an adequate supply of materials and resources for each school and facilitates effective sharing of resources through a district warehouse process. The district continues to build a continuum of resources that allow differentiation of instructional strategies across the continuum of student needs.

The district has marked the last statement regarding differentiated and equitably allocated resources as "developing" because the district has identified diversity related to race, ethnicity, and culture as an area of the curriculum in which growth can be made. The cultural proficiency plan for the district and curriculum department's review cycle will focus on this area.

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

Not applicable

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	Developing

Provide explanation for processes used to ensure Accomplishment.

The district employs a centralized materials and resources selection process to determine the research-based materials and resources that are best aligned with student learning needs. The process assesses the alignment with the academic standards as well as the instructional strategies. The district ensures an adequate supply of materials and resources for each school and facilitates effective sharing of resources through a district warehouse process. The district continues to build a continuum of resources that allow differentiation of instructional strategies across the continuum of student needs.

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

Not applicable

Middle Level

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

resources available	
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.

The district employs a centralized materials and resources selection process to determine the research-based materials and resources that are best aligned with student learning needs. The process assesses the alignment with the academic standards as well as the instructional strategies. The district ensures an adequate supply of materials and resources for each school and facilitates effective sharing of resources through a district warehouse process. The district continues to build a continuum of resources that allow differentiation of instructional strategies across the continuum of student needs.

The district has marked the last statement regarding differentiated and equitably allocated resources as "developing" because the district has identified diversity related to race, ethnicity, and culture as an area of the curriculum in which growth can be made. The cultural proficiency plan for the district and curriculum department's review cycle will focus on this area.

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

Not applicable.

High School Level

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

Provide explanation for processes used to ensure Accomplishment.

The district employs a centralized materials and resources selection process to determine the research-based materials and resources that are best aligned with student learning needs. The process assesses the alignment with the academic standards as well as the instructional strategies. The district ensures an adequate supply of materials and resources for each school and facilitates effective sharing of resources through a district warehouse process. The district continues to build a continuum of resources that allow differentiation of instructional strategies across the continuum of student needs.

The district has marked the last statement regarding differentiated and equitably allocated resources as "developing" because the district has identified diversity related to race,

ethnicity, and culture as an area of the curriculum in which growth can be made. The cultural proficiency plan for the district and curriculum department's review cycle will focus on this area.

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

Not applicable.

SAS Incorporation

Elementary Education-Primary Level

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

American School Counselor Association for Students	Implemented in 50% or more of district classrooms
Early Childhood Education: Infant-Toddler→Second Grade	Full Implementation
English Language Proficiency	Full Implementation
Interpersonal Skills	Implemented in 50% or more of district classrooms
School Climate	Implemented in 50% or more of district classrooms

Further explanation for columns selected "

This narrative is empty.

Elementary Education-Intermediate Level

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

History	Full Implementation
Science and Technology and Engineering Education	Full Implementation
Alternate Academic Content Standards for Math	Full Implementation
Alternate Academic Content Standards for Reading	Full Implementation
American School Counselor Association for Students	Implemented in 50% or more of district classrooms
English Language Proficiency	Full Implementation
Interpersonal Skills	Implemented in 50% or more of district classrooms
School Climate	Implemented in 50% or more of district classrooms

Further explanation for columns selected "

This narrative is empty.

Middle Level

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

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

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	Full Implementation
Civics and Government	Full Implementation
PA Core Standards: English Language Arts	Full Implementation
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Full Implementation
PA Core Standards: Mathematics	Full Implementation

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

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.

Yes, we are interested in the PA EWS/IC for our district, and would like more information regarding the process.

Professional Education

Characteristics

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

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

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

The district employs a combination of district and school based professional development opportunities. To determine district level needs each year, a variety of achievement, demographic, process, and perceptual data are reviewed to help guide professional development efforts. The process involves a variety of curriculum and instruction stakeholders

both from the building and district levels. "Data retreats" are also held each summer where both district and school level staff review progress and develop goals plans. Through the data retreats, a root cause analysis process is used to determine and prioritize identified areas of concern. These areas of concern are then aligned in a three-year professional development plan. Professional development opportunities are structured into the plans. School based professional development opportunities are aligned with district priorities.

Administrative professional development is provided at both principals' meetings, supervisors' meetings, and district administrative meetings. Building administrators are included in various instructional professional development opportunities as well. There is an ongoing effort to align administrative PD with teacher PD so that administrators are equipped to lead instructional initiatives in their buildings.

Curriculum supervisors work closely with teachers to develop content specific professional development trainings as well as curriculum implementation trainings. The district employs a number of instructional coaches to provide job-embedded professional development in literacy, mathematics, inclusive practices, cultural proficiency, English Language Development (ELD), data use, and technology integration.

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

The district has incorporated all the recommended characteristics for a professional development plan. The district seeks to continue to grow its professional development in the following areas: providing equitable opportunities for all learners, cultural proficiency, and a continued focus on academic achievement and growth. The district will incorporate these items into professional development through structured workshop offerings as well as ongoing opportunities that occur through Professional Learning Communities (PLCs), department meetings, and administrative meetings. The district is also exploring the use of technology and various media to deliver professional development such as videos, online modules, and Twitter.

Educator Discipline Act 126, 71

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

Questions
The LEA has conducted the required training on:
3/14/2014 District conducts professional development on a rolling basis through an online platform at the time of hire and every five years after that, with the specific dates determined by the date of hire.
The LEA plans to conduct the required training on approximately:
3/14/2019 District conducts professional development on a rolling basis through an online platform at the time of hire and every five years after that, with the specific dates determined by the date of hire.

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

Questions
The LEA has conducted the training on:
7/1/2016 District conducts professional development on a rolling basis through an online platform at the time of hire and every five years after that, with the specific dates determined by the date of hire.
The LEA plans to conduct the training on approximately:
7/1/2021 District conducts professional development on a rolling basis through an online platform at the time of hire and every five years after that, with the specific dates determined by the date of hire.

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

Questions
The LEA has conducted the training on:
7/1/2016 District conducts professional development on a rolling basis through an online platform at the time of hire and every five years after that, with the specific dates determined by the date of hire.
The LEA plans to conduct the training on approximately:
7/1/2021 District conducts professional development on a rolling basis through an online platform at the time of hire and every five years after that, with the specific dates determined by the date of hire.

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 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.

- 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.
- Professional Education is evaluated to show its impact on teaching practices and student learning.

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

The following strategies ensure that professional development is focused and wide-ranging and that it is implemented with fidelity. Throughout the year, there is an ongoing analysis of student data where learning gaps are identified. Professional development is planned based on this information, as well as determining which skills, knowledge and competencies teachers should possess in order to close student learning gaps. Data analysis of students' performance on PSSAs and Keystone Exams is conducted at the building and district levels. Data is disaggregated for the various subgroups in order to provide targeted intervention to those populations that need this support. Individual schools use this information in the creation of building goals to design professional development related to areas of student need. District level data continues to be analyzed to determine instructional trends and appropriate adjustments as needed. Detailed needs assessments that utilize student assessment results to target curricular areas requiring further alignment is completed primarily at the district level. This process should grow to include building level leadership. The supervision and evaluation system provides a clear standard for teacher practice which is implemented with fidelity. This includes observations, walkthroughs, and collaborative reflective conferences between the administrator and the teacher. The expectations of the Keystones to Opportunity grant have also assisted in this clarity of expectation.

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

A more systemic process for evaluating professional development, including its impact on teaching practices and student learning, needs to be in place. This evaluation process needs to include the prioritization and evaluation of initiatives. Only those initiatives for which there are sufficient resources to provide support will be pursued. A "less not more" approach to the selection of professional learning topics should be utilized with a focus on those areas that will improve student achievement. Also, shared responsibility and ownership of professional development among all stakeholders is needed along with an accountability system that ensures that professional learning is focused on increasing student achievement. School and district administrators need to fully participate in and own professional development opportunities for educators. Additional building time is needed so that professional staff can discuss, learn, and share best instructional practices. The district will also explore modes of learning for delivering professional development including the possibility of implementation of professional learning communities with fidelity across all schools. Finally, the district will plan additional professional learning opportunities for administrators. Possible days to consider are the holidays where

administrators report and teachers don't. The annual summer leadership academy should be aligned with the needs identified for the upcoming school year.

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 are expected to complete a year long induction program aligned to PDE requirements, best research based instructional practices, inclusive practices, behavioral strategies, instructional coaching, and district aligned initiatives.

Unchecked answers

- Inductees will take advantage of opportunities to engage personally with other members of the faculty in order to develop a sense of collegiality and camaraderie.

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

All inductees participate in a comprehensive two day program prior to the beginning of the school year. During this time, participants learn the district initiatives, policies and procedures, curricular focus, student achievement data, and school goals. Throughout the year, inductees participate in workshop opportunities that focus on ESL strategies, cultural proficiency, differentiated instruction, and accommodations and modifications for special needs students. In addition, a mentor is assigned to each inductee. Through this relationship, the new teacher is supported through ongoing collaboration as the respective school's practices and culture are shared and communicated.

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

Principals will be provided with the feedback information that is captured in the last strategy. With knowledge of this information, principals will be able to look for opportunities within their buildings to develop this sense of collegiality and camaraderie that is addressed in this question.

Needs of Inductees

Checked answers

- Frequent observations of inductee instructional practice by a coach or mentor to identify needs.
- Frequent observations of inductee instructional practice by supervisor to identify needs.
- Regular meetings with mentors or coaches to reflect upon instructional practice to identify needs.
- Student PSSA data.
- Standardized student assessment data other than the PSSA.
- Classroom assessment data (Formative & Summative).
- Inductee survey (local, intermediate units and national level).
- Review of inductee lesson plans.
- 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

- Review of written reports summarizing instructional activity.

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

Curriculum supervisors visit the classrooms of those teachers who teach in the supervisor's area of certification to identify needs and provide feedback. In addition, the inductee's mentor is welcome to observe instructional practices in the classroom to provide support in a coaching capacity. Mentors meet monthly with inductees and cover a variety of topics including but not limited to lesson planning, instructional best practices, analyzing student data, classroom management, special education topics, and developing a positive relationship with students and their families. Student PSSA data as well as district student

assessment data is provided to new teachers at the beginning of the school year. Several professional development days throughout the year focus on the analysis of student data, including both formative and summative assessments. New teachers work with their mentors, departments, and/or grade level teams to collaboratively reflect and discuss the use of classroom assessment data to inform their instruction.

In terms of surveys, inductees were asked to complete a locally developed survey that asked about their experience completing the 5 hour course Monitoring Student Behavior. They also have the opportunity to provide informal feedback to their mentors, principal, and Director of Professional Development. This informal feedback is used to inform planning for the following year. Lesson plans are reviewed with mentors and adjusted, if necessary, based on the feedback received. As a part of the supervision and evaluation process, all inductees are required to complete a portfolio. Some components of the portfolio are reviewed at midyear. The portfolio artifacts must demonstrate evidence in each of the Danielson domains in the Framework for Teaching with a particular emphasis on student growth over time. Data from prior induction programs was used as the foundation for the current induction program and then modified to reflect the new mandates of Act 82.

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

Although there was one area not selected, this area is addressed in the comprehensive induction program offered in North Penn. Inductees are not formally asked to submit a written summary of instructional activity. Rather, each month they are expected to respond to the following items:

- Summarize the meetings you had with your mentor. What aspects of the meetings did you find to be of most value?
- Reflect on the assumption that all students can learn. How does this assumption drive your instruction?
- Reflect on any challenges that have presented themselves in the classroom. What have you learned from these experiences?

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).

Unchecked answers

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

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

Building principals identify and select mentors for the new teachers in their respective building. In order to be selected as a mentor, teachers are required to exhibit the following characteristics: demonstrate exemplary teaching ability, effective communication skills, subject matter knowledge and mastery preferably in the inductee's area of certification, and a broad range of teaching strategies to meet the varying instructional needs of students. Mentors must also possess a permanent certification with a minimum of three years of satisfactory teaching experience. Mentors also possess the requisite knowledge of LEA policies, procedures, and resources to be shared with inductees. An information session for mentors is held at the beginning of the year to answer questions and share expectations of the program. A month-by-month calendar overview of potential topics to focus on for the monthly inductee/mentor meetings will be included. Topics will include, but are not limited to, modeling of continuous learning and reflection in meetings with inductees, the peer observation process between mentor and inductee, assessment, lesson planning, classroom management, special education, parent communication, and the Framework for Teaching.

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

Although it is not possible to schedule common planning time for all mentors and inductees, the district encourages meeting either before students arrive or after students leave if a meeting during the student day is not possible.

Induction Program Timeline

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

If necessary, provide further explanation.

The following topics are covered explicitly initially and then embedded throughout induction meetings each month: assessments, best instructional practices, standards, curriculum, instruction, accommodations and adaptations, data informed decision making, and materials and resources for instruction.

Monitoring and Evaluating the Induction Program

Identify the procedures for monitoring and evaluating the Induction program.

The curriculum supervisors, in conjunction with the Assistant Superintendent, monitors and evaluates the effectiveness of the induction program. This occurs through review of training materials and presentations to ensure alignment with both state and federal regulations and district policies. Additionally, meetings with the individuals responsible for induction occur monthly to monitor efficacy and adjust as needed.

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: **2206**

Identification Method

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

The North Penn School District utilizes the discrepancy model to identify students with specific learning disabilities. Data from a variety of sources is used to determine the existence of a severe discrepancy between ability and achievement. These sources include, but are not limited to: nationally normed and criterion referenced instruments, classroom observations, review of the cumulative file, classroom based assessments, district assessments, progress monitoring data, and qualitative data provided by the parents and teachers. School Psychologists analyze the obtained cognitive profile to examine underlying psychological processes and determine if there is significant discrepancy within the profile. They also analyze the obtained cognitive scores to determine whether the Full Scale IQ or another statistical analysis, such as the GAI, best represents the child's cognitive potential. Utilizing the presence or absence of discrepancy within the cognitive domain, the School Psychologist then compares the obtained achievement scores to determine if they are within expectation for the cognitive profile. If they are not, the School Psychologist determines the span of the discrepancy. This is determined not only by the magnitude of significance in actual points difference from an obtained versus predicted score, but also by the prevalence that the magnitude of difference occurs in the general population. In general, School Psychologists consider a score to be significant if the magnitude of difference occurs in ten percent or less of the population.

The psychologist analyzes the data and makes a recommendation to the Multi Disciplinary Evaluation Team regarding the student's eligibility and need based on three factors. The first factor is whether there is a discrepancy within the child's cognitive profile which is correlated with significantly impeded academic achievement or whether there is a significant discrepancy between global cognitive functioning and academic achievement in some areas. The second factor is whether the student's functional level of skills is so discrepant from age and grade placement standards that the student's instructional needs cannot be met within the grade level general education curriculum. The third factor pertains to other contributory cultural or environmental factors. Such factors consist of lack of prior education due to significant absences or frequent changes in schools, cultural differences, and bilingual status etc. These contributory and environmental factors must be taken into consideration as a means to rule out the cause of academic difficulties.

North Penn School District is not currently approved to use RTII as a method of identifying students with specific learning disabilities. While the district uses progress monitoring data resulting from RTII interventions as part of the overall evaluation, this is not the sole method of identification.

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>

The district does not currently have any significant disproportionalities identified, as evidenced by meeting the SPP target for Indicator 9.

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?

When the District is alerted by the 1306 facilities that eligible students are residing within the North Penn School District, the District reaches out to these facilities to begin the process of ensuring that an appropriate program and placement are offered. For students who are suspected but not yet identified as children with disabilities, the District begins the evaluation procedures as set forth by federal and state law.

When a new student has already been identified as a child with a disability, the District contacts the student's District of residence to communicate with regard to the student's IEP and to obtain records. Ongoing communication with the 1306 facility occurs to ensure the student's placement is appropriate.

The District ensures that it meets the Least Restrictive Environment obligation by first considering the option of providing the student with his or her education at the regular district school located in closest proximity to the institution where the student is residing. In circumstances where the student's placement at a regular district school is not appropriate or is prohibited by the terms of his/her placement at the institution, the District works to ensure that the education provided at the institution itself is as non-restrictive as possible.

In order to avoid barriers, the District has instituted a streamlined process of communication.

Communication with the District's registrar and the Special Education Department occurs on a daily basis to ensure that newly registered 1306 students are brought forward immediately.

Ongoing communication between the 1306 facilities and the Special Education Department does occur frequently to avoid any gap in the delivery of services for students identified under IDEA.

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).

Facility Name	Provider of Educational Services	# of Students Receiving Srvcs as of Dec 1
There are no facilities for incarcerated students	N/A	0

In the event that a juvenile detention facility is established in the North Penn School District, we would immediately notify the facility of our Child Find obligations. The Director of Special Education would work in conjunction with the detention center to ensure all provisions under FAPE are offered.

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.

Ensuring Maximum Integration

During the 2016 - 17 school year, the District met all three of the SPP targets under Indicator 5, Educational Environments, including:

- SE Inside Regular Education Class 80% or More;
- SE Inside Regular Class Less than 40%; and
- SE in Other Settings

Each year, North Penn has consistently increased the number of special education students educated in the regular education environment. The district is committed to integrating students with disabilities in regular education environments. Inclusive settings are considered first when determining the least restrictive environment. All elementary and secondary buildings promote

inclusive practices and settings to students with IEPs. North Penn currently provides special education services to over 85.8% of our students in regular education settings more than 80% of the day.

North Penn School District employs various methods to ensure the Least Restrictive environment for all students with disabilities. The district uses Child Study teams at the secondary level and recently implemented Multi-Tiered Systems of Support (MTSS) in the elementary buildings. These teams carefully discuss and review appropriate pre-referral strategies as well as academic and behavioral interventions. The IEP teams review and discuss all components of the child's education and make an informed decision regarding placement, considering regular education with supplementary aids and services first. At times, a child's needs may warrant a placement outside of the District in order to meet their LRE needs. The progress of those students is monitored regularly to determine whether a successful transition to less restrictive environment is possible. North Penn School District also has district-wide and building specific programs and supports to further ensure LRE.

To support the inclusion of students with disabilities in regular education, professional development is provided and supports and structures are updated in each building as needs evolve. Collaborative efforts among the Montgomery County Intermediate Unit, Principals, and Special Education Supervisors, have provided for staff training in building capacity for inclusive practices.

Below is a chart that summarizes supplementary aids and services provided by NPSD in order to support students with disabilities in the LRE.

Service/Resource	Description
Alternative assessments and/or grading	Students are allowed alternative ways for demonstration of learning to improve the validity of assessing students' knowledge or skill level including providing test modification in format or content, providing alternate materials and/or assistive technology (e.g., materials on tape, transcribe text into Braille, large print, alternate computer access), oral tests, testing in small group, etc.
Assistive technology to support instruction and/or student learning	Assistive technology to support instruction and/or student learning such as computers, tablets, calculators (large), programs to assist with communication, tablet apps, word processing, adaptive keyboards, audio version of texts and presentations, augmentative communication devices, etc.

Behavioral Specialist or Analyst /Behavioral support staff	The District has dedicated behavior analysts (BCBA) and a behavior specialist who work with district buildings and staff to provide positive behavioral supports for students who demonstrate that level of need. The BCBA/BS staff conduct functional behavioral assessments (FBA) and develop positive behavioral support plans (PBSP) as well as serve as consultants to IEP teams. Additionally, they can provide professional development training to staff and anyone who may need support providing behavioral interventions to students.
Co-planning and team meetings	Increase and support collaboration among teachers in the development and delivery of SASs; Scheduled time for co-planning and team meetings, instructional arrangements that support collaboration (e.g., co-teaching, paraprofessional support); Professional development related to collaboration
Environmental aids/supports	FM systems; air quality; additional/ modified lighting
Flexible grouping/scheduling	Appropriate grouping, classes, courses, small group instruction, individualized instruction, resource periods
Instructional adaptations	Maximize instructional delivery; greater retention of learning changing order or method of presentation; reduction of pace of instruction; additional time for instruction; pre-teaching, re-teaching
Instructional arrangements	Co-teaching, paraprofessional support; cooperative learning strategies flexible grouping, inclusion facilitator support
Mental Health services/support	Counseling; peer support groups; school based mental health supports; addition of secondary and elementary emotional support programs
Modified curricular goals and assessments	Differentiation of assignments/tasks; modified instructional expectations, appropriate match the educational needs and cognitive abilities of the students
Physical Supports in the classroom	Furniture arrangement; special furniture; seating arrangement; accessibility, standers; adaptive equipment; Structural aids

In regard to SPP targets for the historically under-performing subgroup, which includes students with IEPs, the District is committed to reviewing all relevant data and instructional practices to

ensure that the IEP subgroup continues to make growth. Based on a review of end of the year data for 2015 – 16, significant gains were made when students were included in the regular education environment for the majority of their instruction. Students who received their instruction in a self-contained environment did not yield as much growth. The District will continue to refine and analyze SPP targets and its relationship to LRE. Data from the 2016-2017 school year showed growth in the IEP subgroup when looking at the PVAAS index.

Between 2011 and 2013, North Penn had participated in an initiative called Membership, Participation, and Learning (MPL), modeled after the PA state initiative of “Include Me from the Start”. MPL has been supported by the Montgomery County Intermediate Unit during the first three years. The IU provided staff training and meets regularly with teachers and MPL teams to refine inclusive practices. This initiative promoted maximum inclusion for students with complex support needs starting in Kindergarten. Since then, North Penn built internal capacity with the addition of inclusion facilitator positions in all school buildings. Inclusion facilitators are special education teachers who coordinate services for students with significant disabilities who are included in general education. They spend a portion of their day consulting with teams, accommodating and modifying curriculum, providing behavioral supports and interventions, and job-embedded coaching to their colleagues. Inclusion facilitators were identified for the positions the fall before implementation and provided three days of training in accommodations and modifications, behavior interventions, and coaching.

At all levels, elementary and secondary, co-teaching exists for the core subject areas. Students are integrated with non-disabled peers and are instructed by a team of two teachers which may be a configuration of one regular education teacher and one special education teacher. Co-teaching pairs are trained to deliver best practice inclusive instruction in the areas of English/Language Arts, Social Studies, Science and Math.

Professional development opportunities are provided throughout the school year to enhance their co-teaching practices. Because of this delivery model, all schools are able to include students with disabilities in the regular education setting near or exceeding the state target.

Since the last special education plan was submitted to the state in 2014, an additional emotional support program was added to support students with behavioral and emotional needs at one middle school that did not previously have an emotional support program. The two emotional support programs at the elementary level were restructured to provide more intensive counseling and therapeutic supports for students in need of those services.

For students in alternative settings, District representatives maintain open communication and regularly attend IEP meetings and monitor progress to determine if or when a student is ready to return to a less restrictive placement. Plans include time-frames, transitions, and/or evaluation procedures are continually reviewed and discussed to assist in providing a smooth and successful transition to a less restrictive environment. Currently, the District out-placement percentage is 3.7% of the population.

Currently, the District employs 157 special education teachers and 198 paraprofessionals covering grades K-12. Ongoing professional development is provided to both professional staff members and paraprofessionals to ensure all staff are aware of best-practices for students with disabilities. North Penn School District has utilized various individuals and agencies to provide professional development, including in-house teacher leaders, PaTTAN, MCIU, and contracted professionals to support inclusion and co-teaching.

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.

Policy

The school board maintains a policy to ensure that district staff use appropriate behavior management techniques and that, for each disabled or thought to be disabled student who exhibits behavior problems which interfere with the student's ability to learn, the IEP team develops a plan that provides for an appropriate program of behavior management.

The school board intends that the application of behavior management rules and procedures be applied to students with disabilities in a nondiscriminatory manner and in full compliance with the requirements of state and federal law.

Positive Behavior Supports and De-escalation Strategies

The District makes every attempt to maintain students in the least restrictive environment with appropriate positive behavior supports. Functional Behavior Assessments (FBAs) are conducted and Positive Behavior Support Plans (PBSPs) developed for all students whose IEP teams determine that their behaviors impede learning. FBAs are based on data

collected from observations and IEP team input. These assessments describe the behaviors of concern and their frequency, examine the effectiveness of previous interventions, and define the educational impact of the behaviors. Antecedents to the behavior, behaviors related to skill deficits, consequences, and perceived functions of the behavior are examined. A hypothesis is generated based upon this data and a PBSP is developed. Behavior Support Plans focus on identifying antecedent strategies, replacement behaviors, and appropriate consequences

Professional and para-professional education staff, as well as building security personnel and school nurses, receive training on an annual basis in Safe and Positive Approaches for Preventing and Responding to Crisis (SPA). Safe and Positive Approaches is a comprehensive crisis prevention/intervention program designed to promote staff knowledge and competence in preventing, defusing and managing crisis situations. Reflecting current trends and best practices, Safe & Positive Approaches provides a continuum of intervention built upon a least-restrictive philosophical approach. Its strong focus on positive and preventive measures aims to reduce and eliminate the use of seclusion and restraint. The Safe and Positive Approaches curricular components include: Staff Effectiveness Training, Safety Techniques Training, and Personal Emergency Interventions (restraint) Training.

Five staff members (3 BCBA's, a Behavior Specialist, and a Special Education Supervisor) are certified by Devereux to train and certify district staff in SPA techniques at all three levels. One of the District's trainers (a BCBA) has also completed a supplementary program in The Supervision of Safe & Positive Approaches.

Building principals and special education supervisors identify staff members who will undergo training. Trainees include special education teachers, general education teachers, paraprofessionals, guidance counselors, special education supervisors, and building principals. The district provides 6 hours of training per year per person for refresher training and 2 full days of training for initial certification of staff. Certification is granted to those who demonstrate proficiency in their knowledge of staff effectiveness (including crisis prevention and de-escalation techniques); safety techniques (avoiding personal injury); and the appropriate use of personal emergency interventions (restraints).

Positive Behavior Support Plans

Each student who has been found to have behaviors that impede his/her own learning or that of others, has an IEP that includes a Positive Behavior Support Plan (PBSP). The

PBSP incorporates positive behavior interventions, replacement behaviors to be taught, as well as de-escalation strategies. Each teacher is trained in writing measurable behavior goals, the collection of data on goal progress, and the analysis of the behavioral data.

Training in the use of Functional Behavioral Analysis (FBA) has also been emphasized. To facilitate the analysis and understanding of behavior, the district employs four Board Certified Behavior Analysts and one Behavior Specialist. An additional BCBA was added since the last special education plan in 2014. Their responsibilities include observing students; reviewing data; writing FBA reports and making recommendations; consulting with school teams (including IEP teams); and facilitating the generation of PBSPs; as well as providing valuable input to all teachers, and working directly with students to support them in the least restrictive environment.

Emotional Support in the Least Restrictive Setting

The District is committed to supporting students with Emotional Disturbances in the least restrictive environment, by providing a continuum of services.

Elementary Programming

At the elementary level, some students with emotional disturbances can be successfully supported at their home schools with supplementary aids and services that may include, but are not limited to, counseling as a related service, social skills groups, or instruction in specific programming geared at managing emotions (i.e. Zones of Regulation, Second Step). Others require a higher level of support provided through Emotional Support programs. The district hosts two primary emotional support programs at Nash Elementary and Gwynedd Square Elementary for students who need a more restrictive setting. Additionally, MCIU operates an intermediate emotional support program at Bridle Path Elementary which is available as a placement option. The hallmarks of the in-district emotional support programming are the incorporation of daily counseling. Students in these programs are able to receive a portion of, or all of, their days in the classroom. The goal is to gradually reintroduce them into the general education setting within that school.

Middle School Programming

At the middle school level, as at the elementary level, some students with emotional disturbances can be successfully supported at the itinerant level with supplementary aids

and services while others require more intensive support. Students from all three middle schools, in grades 7, 8, and 9, who demonstrate a more outward behavioral profile, and for whom the itinerant level of support is insufficient, are supported at Penndale through a combination of small group instruction, in-school counseling, and “push-in” support in the general education classroom.

For students at the middle school level who are unable to access the general education curriculum due to the debilitating effects of anxiety and depression, Pennbrook Middle School offers specialized programming through which students are supported as they acquire the coping mechanisms needed for them to access their education. Students who are recommended for this program by their IEP teams may receive emotional support services at the itinerant or supplemental, level. Students may receive individual school-based counseling as needed. Student progress is measured by the degree to which the student shows improvement in attending school, completing work, and appropriately accessing resources.

At North Penn High School, as at the other levels, some students with emotional disturbances are successfully supported at the itinerant level through the learning support programs at the High School. Other students with emotional disturbances are successfully supported through Emotional Support programming that may include Graduation Mentorship, a supplemental credit-bearing special education course designed to promote student engagement with school and increase work completion. Using a research-based curriculum, students participate in problem-solving, skill building, and competence enhancement activities. There are currently two sections of Graduation Mentorship running at the high school, each taught by a special education teacher and offered during the 1st period of the day. These students also have access to resources throughout the day through a check-in/check-out model. Some students in Graduation Mentorship have Positive Behavior Support Plans and receive in-school counseling.

Emotional Support for Students with Anxiety and Depression

Some students in grades 10 through 12, are unable to access the general education curriculum due to the debilitating effects of anxiety and depression. Students recommended for this program by their IEP teams may receive emotional support services at three levels: itinerant, supplemental, or full-time. All students participating in this program may participate in a daily credit-bearing group counseling class, Group Dynamics, facilitated by a full-time contracted, licensed counselor. Students may also receive individual counseling as needed. Students may receive some or all of their academic instruction in the Emotional Support classroom, delivered by a highly qualified

special education teacher. Students may also participate in adapted PE, as needed. Student progress is measured by the degree to which the student shows improvement in attending school, completing work, earning credits, and appropriately accessing resources. During the 2015-2016 school year, 15 students in grades 10-12 received support for anxiety and depression through the ES program at North Penn High School. 3 of these students were previously supported in out of district placements.

Partnering with Community Mental Health Agencies and Supports

For students who require counseling as a related service as part of their Individualized Education Plans, the District partners with Lakeside Educational Network, which provides the services of licensed therapists in all district buildings, depending on student need.

The District actively partners with community mental health agencies to maintain students in the least restrictive environment. For students whose mental health needs require an acute inpatient hospitalization (eg, at Horsham or Brook Glen), District staff members (counselors, special education case managers, and/or special education supervisors) collaborate with facility social workers or other mental health professionals, to create an individualized plan to support the student's transition back to school. In the 2015-2016 school year, 88 students are known to have been hospitalized due to mental health needs.

For students who do not require an acute mental health setting, but who are regressing in their ability to successfully access their educational program due to escalating mental health issues, the District may partner with Explorations Partial Hospitalization Program (PHP). Explorations is a sub-acute program for children and adolescents with chronic or acute mental disorders who require active treatment. The program focuses on stabilizing the student's emotions and teaching acceptable behavior in order to transition back to the least restrictive environment with appropriate services in place. Not meant to serve as an educational placement, a typical stay is generally six to twelve weeks. Students participate in treatment in the morning and academics in the afternoon. School district staff participate in monthly treatment meetings with Explorations therapists, the student and the student's family, and actively participate in the transition back to school. During the 2015-2016 school year, 15 students in grades 6 through 12 have been treated at Explorations. All but two transitioned back to their home schools upon discharge.

Autistic Support in the Least Restrictive Setting

Students with autism are supported in the least restrictive environment in all schools. Students with low-incidence needs may participate in specialized Autistic Support programs, some of which utilize the principles of Applied Behavioral Analysis. The

extent of the students' participation in the general education classroom or general education curriculum is determined by the IEP team. Behavioral support is provided for eligible students on the autism spectrum at the itinerant, supplemental, and, less frequently, the full-time level. As the district moves toward full inclusion of students with disabilities, the manner in which the continuum of services is accessed may vary in each building. In the coming years, the district will continue to build its capacity to meet the behavioral needs of students on the Autism spectrum in the general education setting.

Out of District Placements

At times, an IEP team determines that a student's needs exceed the resources available at the student's home school. Currently, there are a total of 57 students placed in alternative settings due to emotional or behavioral concerns.

School-based Behavioral Health Services

The District contracts with Northwestern Human Services and offers the Student Assistance Program (SAP) to students in the district. Students recommended for the program receive a comprehensive evaluation including recommendations for mental health and/or behavioral health services and referrals to resources in the community.

Students are referred for drug and substance abuse, suicide, anxiety, and other issues. SAP counselors are available to students in the district who have been referred to the program or to the counselor for support. Each secondary building has a SAP counselor who is in the district weekly, and two elementary schools have counselors on a weekly basis. The remaining eleven middle schools are offered SAP supports on a rotating basis so that each building has access.

The District contracts with Lakeside Educational Network to provide in-school counseling services to students. Currently, all secondary schools and two elementary schools with emotional support programs receive the supports of Lakeside in-school counselors. The Lakeside in-school counselors provide individual and group counseling to students throughout the school day.

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.

Ensuring FAPE

North Penn School District provides a full continuum of services at both the elementary and secondary levels. The district includes students in regular education classes to the maximum extent possible, but recognizes that some students may need additional support.

In addition to itinerant and supplemental support, within thirteen elementary school programs, the following more restrictive placements are available: autistic support (7 programs), emotional support (2 district programs and 1 IU program), life skills support (1 program), and multiple disabilities support (1 program). To reduce the need for student placement in supplemental or full-time programs, the district has also implemented inclusion facilitator positions at every building. These individuals are responsible for coordinating services for students in general education classes with significant needs, supporting teachers with accommodations and modifications, and providing behavioral supports.

At the three middle schools within the district, the following more restrictive programs are available: a) autistic support (4 programs), emotional support (2 programs), and life skills/multiple disability support (1 program). In the district's high school, the following programs are available: autistic support (4 programs), multiple disabilities support (1 program), life skills support (1 program), and emotional support (3 programs).

When a student is struggling to access the curriculum either in the general education setting, self-contained setting or through supplemental support, the student's IEP team is convened. The team analyzes current data collected through progress monitoring, established interventions, and develops or revises goals to determine the most appropriate program for the implementation of services. When the team has exhausted all supplementary aids and services, attempted interventions, and the student is still not making the desired level of progress does the team seek an out of district placement. The North Penn School District utilizes the Montgomery County Intermediate Unit as well as several Approved Private Schools and Other Private Separate Facilities for those students who need a more restrictive environment. Currently, less than 4% of the total special education population is educated outside of the school district.

Successful Programs, Gaps, and Interagency Collaboration

Due to the variety of program options available within the district, the percentage of students placed out of district is low. When the district notices a gap in programs, special education administrators, building administrators, central office staff, and teachers meet to discuss the concerns. The district is committed to addressing needs proactively and adjusts program accordingly. For example, after the 2016-2017 school year began, a pattern of difficulties with new students in Kindergarten through grade two became apparent. There were many students with intensive mental health needs, autism diagnoses, or co-occurring diagnoses who were in need of additional support. To prevent students with emotional disabilities and autism from being placed out of the district, North Penn opened an additional full-time program for students with significant behavioral challenges in grades K-2 at one of the elementary schools in November 2016. Additionally, a supplemental autistic program was designed and established around several students in a second elementary building, opening in May 2017.

The North Penn School District collaborates with a variety of approved private schools, private separate facilities, and other placements to address the needs of students who require a level of support beyond what the district is able to offer. If a situation arises with a hard to place student, the district may access the Regional Intensive Interagency Support Coordinator at PaTTAN to assist. The District has developed collaborative relationships with most Approved Private Schools and Other Private Separate Facilities enabling us to successfully place students who are in need of a more restrictive environment.

Expansion of Services During the Life of this Plan

As previously noted, assessment of available programming and the current needs of the students occurs regularly. Due to identified needs during the 2016-17 school year, an Autistic Support class for students in grades K-2 exhibiting extreme and injurious behaviors was created to provide additional support and instruction for this small population of students. This program provides the intensive instruction required with the goal to include these students in the regular education environment as much as possible when their behaviors indicate that they are not in danger of harming themselves or others.

Additionally, a supplemental Autistic Support program has also been developed during the 2016-17 school year in order to provide the highest continuum of services within the district. These programs developed within the district limit the need for students to be placed in settings outside of the district. The district will continue to monitor the needs of students and adjust programming accordingly during the life of this plan.

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.

North Penn School District prides itself on having a vast array of services available to support students with disabilities. The District has embraced a philosophy of inclusion whereby IEP teams consider supplementary aids and services that allow students to progress in the general education curriculum.

Inclusive Education:

Over the past several years, North Penn School district has made a concerted effort to provide students with disabilities meaningful educational benefit through a highly rigorous curriculum in the least restrictive environment. Beginning in 2014, the school district established an Inclusion Task Force to provide meaningful inclusion for our students with disabilities. The Task Force was comprised of various stakeholders, including district staff and parents, and was the catalyst to adopt more inclusive practices.

As a result, students with disabilities at both the elementary and secondary level are supported in general education classes to a much greater extent than previous years when the district failed to meet the LRE targets specified by the state. These include, but are not limited to, co-teaching, inclusion facilitator support, paraprofessional support, and consultation. Staff have received training focusing primarily on the various models of co-teaching, accommodations and modifications, and behavior interventions. Building principals and special education supervisors continue to work collaboratively to develop and refine schedules for students and staff that support effective practices. The district has steadily increased the number of students with disabilities receiving instruction in general education settings.

Beginning in the 2015-2016 school year, Inclusion Facilitators were assigned to various elementary buildings in the district. The role of an Inclusion Facilitator includes the following:

- A coordinator and collaborator that works with teachers, assistants, administrators and parents to ensure meaningful inclusion of students.
- A resource for supporting/creating accommodations and modifications, particularly for students with complex needs.
- To provide support to staff with job-embedded professional development and coaching on inclusive practices.

An "Inclusion Toolkit" database has also been developed and maintained by the inclusion facilitators. The Inclusion Toolkit enables teachers to access and share curricular resources, materials, research, and videos across the district.

Through multiple and varied efforts to include students with disabilities in general

education settings, services are brought to the student rather than creating an environment where students must leave the classroom to learn. The percentage of students receiving services in regular education settings 80% or more of the time has steadily increased while the percentage of students receiving services in regular education less than 40% of the time has decreased. Increased academic inclusion has also resulted in students with disabilities more frequently participating in extra-curricular activities and events.

Reading Interventions:

North Penn School District believes in supporting students with disabilities through effective regular education programming. Response to Instruction and Intervention, or RTII, continues to be implemented at the elementary level. The district has implemented numerous research-based interventions including but not limited to: Wilson Reading, Just Words, Read 180, Leveled Literacy Instruction, and more.

At the secondary level, a tiered reading intervention program has been refined to ensure that adolescent learners struggling with reading receive effective intervention. A system for screening and identification of students in need has been developed and implemented.

Transition

The post-secondary transition process with North Penn continues to grow and develop. Students are able to participate in classes that will prepare them for the challenges of post-secondary education and/or career training. Students in need of career training cycle through various job placements to explore areas of interest. The district also maintains a robust “post-12” program for students remaining in high school until age 21. Courses for students who have completed their regular program and will remain post 12 include reading and math extensions, independent living, and occupational seminar. The majority of post-12 students also spend roughly half their time each day in some type of career or transition experience. Another feature of the transition program is supporting young adults in learning how to navigate public transportation systems.

Early Intervention

The district has refined its early intervention process to be a more seamless and welcoming experience for incoming families of Kindergarten students with IEPs. Transition meetings begin in December prior to Kindergarten entrance. The district has streamlined the process so that Kindergarten registration and early intervention meetings occur simultaneously.

Special education supervisors are present at these meetings to describe the evaluation process, answer questions, and welcome families to North Penn. The goal of the transition meeting is to begin developing positive and trusting relationships with incoming families and assist them through the special education process from the onset.

Parent Engagement:

North Penn School District strives to foster collaborative relationships with parents. We understand that working as a team is a critical component of student success. Parents are their children's first teachers and offer invaluable information to the school team.

In addition to working with the North Penn Parents Special Education Council, the district offers a number of learning opportunities for both staff and parents to engage together. In collaboration with the Montgomery County Down Syndrome Interest Group, a regional parent group, the district has held two regional inclusion conferences open to families and staff featuring international speakers, Dr. Sue Buckley, and Dr. Julie Causton.. Evening events and workshops are also available.

Upon the establishment of the Inclusion Task Force, parents were invited to be part of the group and encouraged to join the committee of their choice. Given the diverse background of our students and families, North Penn staff are committed to meeting families where they are, and providing individualized support throughout the special education process.

Assurances

Safe and Supportive Schools Assurances

The LEA has verified the following Assurances:

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

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

Special Education Assurances

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

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

24 P.S. §1306 and §1306.2 Facilities

Facility Name	Facility Type	Services Provided By	Student Count
Childway Pediatrics	Nonresident	North Penn School District	12
Childway Home	Nonresident	North Penn School District	0
Carson Valley/North Wales Home	Nonresident	North Penn School District	0
Carson Valley/Stump Road Home	Nonresident	North Penn School District	2
Being Beautiful Foundation	Nonresident	North Penn School District	1

Least Restrictive Environment Facilities

Facility Name	Type of Facility	Type of Service	Number of Students Placed
Abraxas I Youth & Family	Other	Alternative Education	1
Edison Prep/Mathom House	Other	Alternative Education	2
George Jr. Republic	Other	Alternative Education	2
Kids Peace	Other	Alternative Education	1
Mont. County Youth Detention	Other	Alternative Education	11
Silver Springs/Martin Luther	Approved Private Schools	Alternative Education	1
Camphill	Approved Private Schools	Approved Private School	2
Davidson/Elwyn	Approved Private Schools	Mental Retardardation Support, Autistic Support	3
Devereux	Approved Private Schools	Emotional Support, Autistic Support	2
Explorations PHP	Other	Mental Health Facility	6
George Crothers	Approved Private Schools	Full Time Multiple Disabilities Support	1
Hill Top Prep	Other	Learning Support	1
HMS	Approved Private Schools	Full Time Multiple Disabilites Support	2
Lakeside	Other	Alternative Education	10
Lifeworks	Other	Alternative Education	13
Melmark	Approved Private Schools	Life Skills Support, Multiple Disabilites Support	2
NHS Autism School	Other	Autistic Support	1
Nexus	Other	Autistic Support	5
Overbrook	Approved Private Schools	Visual Impairment or Blindness, Multiple Disabilities Support	1
Pathway	Approved	Autistic Support, Emotional	9

	Private Schools	Support, Multiple Disabilities Support	
Vanguard	Approved Private Schools	Emotional Support, Life Skills Support	3
Delaware Valley Friends School	Other	Learning Support	1
AIM Manayunk/Conshocken	Other	Learning Support	1
Buxmont Academy	Other	Alternative Education	1
PAAL	Other	Autistic Support	1
Lakeside/Souderton Advantage	Other	Alternative Education	2
Instruction in Home	Instruction in the Home	Instruction in Home	4
MCIU Early Learning Academy	Other	Emotional Support	3
Devereux	Other	Court Placed/Alternative Placement	3
New Hope Academy	Other	Emotional Support	1
PA School for the Deaf	Approved Private Schools	Deaf/Hearing Impaired	2
Quaker School	Other	Learning Support	1
Crefield	Other	Emotional Support	1
Comprehensive Learning Center	Other	Autistic Support	1
Child Guidance Resource Center	Other	Emotional Support	1
MCIU/Anderson Alternative	Other	Emotional Support	1
Glen Mills	Other	Alternative Education	1
MCC Warwick House	Other	Alternative Education	1

Special Education Program Profile

Program Position #1 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: August 29, 2016

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	10 to 13	6	0.5
Locations:				
Bridle Path	An Elementary School Building	A building in which General Education programs are operated		

Program Position #2 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: August 29, 2016

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	6 to 9	12	1
Locations:				
Bridle Path	An Elementary School Building	A building in which General Education programs are operated		

Program Position #3 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: August 29, 2016

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	9 to 12	10	1
Locations:				
Bridle Path	An Elementary School Building	A building in which General Education programs are operated		

Program Position #4 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: August 29, 2016

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Autistic Support	6 to 9	10	1
Justification: co-taught classes				
Locations:				
Bridle Path	An Elementary School Building	A building in which General Education programs are operated		

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

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Autistic Support	6 to 9	7	1
Locations:				
Bridle Path	An Elementary School Building	A building in which General Education programs are operated		

Program Position #6 - Proposed Program*Operator: School District***PROPOSED PROGRAM INFORMATION***Type: Class**Implementation Date: August 29, 2016**Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	10 to 12	13	1
Locations:				
Gwyn Nor	An Elementary School Building	A building in which General Education programs are operated		

Program Position #7 - Proposed Program*Operator: School District***PROPOSED PROGRAM INFORMATION***Type: Class**Implementation Date: August 29, 2016**Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	7 to 10	13	1
Locations:				
Gwyn Nor	An Elementary School Building	A building in which General Education programs are operated		

Program Position #8 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Class*Implementation Date:* August 29, 2016*Justification:* Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	10 to 13	18	1
Locations:				
Gwyn Nor	An Elementary School Building	A building in which General Education programs are operated		

Program Position #9 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Class*Implementation Date:* August 29, 2016*Justification:* Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	6 to 9	6	0.5
Justification: .				
Locations:				
Gwyn Nor	An Elementary School Building	A building in which General Education programs are operated		

Program Position #10 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Class*Implementation Date:* August 29, 2016*Justification:* Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	5 to 13	27	1
Justification: All speech therapists see students in grades K-6.				
Locations:				

Gwynedd Square	An Elementary School Building	A building in which General Education programs are operated		
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Program Position #11 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: August 29, 2016

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	8 to 10	11	1
Locations:				
Gwynedd Square	An Elementary School Building	A building in which General Education programs are operated		

Program Position #12 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: August 29, 2016

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	8 to 9	9	1
Locations:				
Gwynedd Square	An Elementary School Building	A building in which General Education programs are operated		

Program Position #13 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: August 29, 2016

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	10 to 11	11	1
Locations:				
Gwynedd Square	An Elementary	A building in which General		

	School Building	Education programs are operated		
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Program Position #14 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Class*Implementation Date:* August 29, 2016

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	9 to 12	8	1
Locations:				
Gwynedd Square	An Elementary School Building	A building in which General Education programs are operated		

Program Position #15 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Class*Implementation Date:* August 29, 2016

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	5 to 12	10	1
Justification: This teacher co-teaches in Kindergarten and 6th grade. Students on her caseload are not in the same room at the same time.				
Locations:				
Gwynedd Square	An Elementary School Building	A building in which General Education programs are operated		

Program Position #16 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Class*Implementation Date:* August 29, 2016

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	6 to 8	11	1
Locations:				

Gwynedd Square	An Elementary School Building	A building in which General Education programs are operated		
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Program Position #17 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Class*Implementation Date:* August 29, 2014**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Speech and Language Support	7 to 11	33	1
Justification: The age span of students on this caseload is between 7 and 11; however, the students are not serviced at the same time. The speech clinician groups students appropriate to age and ability. However, due to the nature of the position, the speech clinician services all students in the building with speech related needs.				
Locations:				
Gwynedd Square	An Elementary School Building	A building in which General Education programs are operated		

Program Position #18 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Class*Implementation Date:* August 29, 2016*Justification:* Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	10 to 11	12	1
Locations:				
Hatfield	An Elementary School Building	A building in which General Education programs are operated		

Program Position #19 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Class*Implementation Date:* August 29, 2016*Justification:* Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	8 to 9	12	1
Locations:				

Hatfield	An Elementary School Building	A building in which General Education programs are operated		
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Program Position #20 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Class*Implementation Date:* August 29, 2016*Justification:* Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	11 to 12	7	0.5
<i>Locations:</i>				
Hatfield	An Elementary School Building	A building in which General Education programs are operated		

Program Position #21 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Class*Implementation Date:* August 29, 2016*Justification:* Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	7 to 12	6	1
<i>Justification:</i> For students that are out of age range this issue is addressed in the student's IEP.				
<i>Locations:</i>				
Hatfield	An Elementary School Building	A building in which General Education programs are operated		

Program Position #22 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Class*Implementation Date:* August 29, 2016*Justification:* Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Autistic Support	8 to 10	7	1
<i>Justification:</i> For students that are out of age range this issue is addressed in the student's IEP.				

Locations:				
Hatfield	An Elementary School Building	A building in which General Education programs are operated		

Program Position #23 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: August 29, 2016

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Autistic Support	11 to 12	8	1
Justification: For students that are out of age range this issue is addressed in the student's IEP.				
Locations:				
Hatfield	An Elementary School Building	A building in which General Education programs are operated		

Program Position #24 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: August 29, 2016

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	5 to 13	37	1
Justification: All speech therapists see students in grades K-6. They do not service all students at the same time.				
Locations:				
Hatfield	An Elementary School Building	A building in which General Education programs are operated		

Program Position #25 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: August 29, 2016

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	5 to 13	20	1
Justification: All speech therapists see students in grades K-6. They do not service all students at the same time.				
Locations:				
Hatfield	An Elementary School Building	A building in which General Education programs are operated		

Program Position #26 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: August 29, 2016

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	9 to 10	9	1
Locations:				
Hatfield	An Elementary School Building	A building in which General Education programs are operated		

Program Position #27 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: August 29, 2016

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	5 to 12	2	1
Justification: Inclusion Support across all grades. Students of different age spans not in same room at same time.				
Locations:				
Inglewood	An Elementary School Building	A building in which General Education programs are operated		

Program Position #28 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: August 29, 2016

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	7 to 9	14	1
Locations:				
Inglewood	An Elementary School Building	A building in which General Education programs are operated		

Program Position #29 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: August 29, 2016

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	5 to 10	14	1
Justification: Co-teaches in K and grade 5. Students are not in the same room at the same time.				
Locations:				
Inglewood	An Elementary School Building	A building in which General Education programs are operated		

Program Position #30 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: August 29, 2016

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	8 to 12	14	1
Justification: Co-teaches in grade 3 & 6. Students not in the same room at the same time.				
Locations:				
Inglewood	An Elementary School Building	A building in which General Education programs are operated		

Program Position #31 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: August 29, 2016

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	5 to 13	30	1
Justification: All speech therapists see students in grades K-6. They do not service all students at the same time.				
Locations:				
Inglewood	An Elementary School Building	A building in which General Education programs are operated		

Program Position #32 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: August 29, 2016

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	5 to 13	27	0.6
Justification: All speech therapists see students in grades k-6. They do not service all students are the same time.				
Locations:				
Inglewood	An Elementary School Building	A building in which General Education programs are operated		

Program Position #33 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: August 29, 2016

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	9 to 11	15	1
Locations:				
Knapp	An Elementary School Building	A building in which General Education programs are operated		

Program Position #34 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Class*Implementation Date:* August 29, 2016*Justification:* Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Autistic Support	5 to 7	8	1
Locations:				
Knapp	An Elementary School Building	A building in which General Education programs are operated		

Program Position #35 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Class*Implementation Date:* August 29, 2016*Justification:* Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	9 to 11	15	1
Justification: .				
Locations:				
Knapp	An Elementary School Building	A building in which General Education programs are operated		

Program Position #36 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Class*Implementation Date:* August 29, 2016*Justification:* Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	8 to 11	14	1
Locations:				
Knapp	An Elementary School Building	A building in which General Education programs are operated		

Program Position #37 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Class*Implementation Date:* August 29, 2016*Justification:* Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Autistic Support	8 to 11	7	1
Locations:				
Knapp	An Elementary School Building	A building in which General Education programs are operated		

Program Position #38 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Class*Implementation Date:* August 29, 2016*Justification:* Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Autistic Support	10 to 12	8	1
Locations:				
Kulp	An Elementary School Building	A building in which General Education programs are operated		

Program Position #39 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Class*Implementation Date:* August 29, 2016*Justification:* Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Autistic Support	10 to 11	8	1
Locations:				
Kulp	An Elementary School Building	A building in which General Education programs are operated		

Program Position #40 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: August 29, 2016

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	5 to 9	17	1
Justification: For students that are out of age range this issue is addressed in the student's IEP.				
Locations:				
Kulp	An Elementary School Building	A building in which General Education programs are operated		

Program Position #41 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: August 29, 2016

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Autistic Support	8 to 9	8	1
Locations:				
Kulp	An Elementary School Building	A building in which General Education programs are operated		

Program Position #42 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: August 29, 2016

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	10 to 11	20	1
Locations:				
Kulp	An Elementary School Building	A building in which General Education programs are operated		

Program Position #43 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: August 29, 2016

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	11 to 12	10	0.5
Locations:				
Kulp	An Elementary School Building	A building in which General Education programs are operated		

Program Position #44 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: August 29, 2016

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	5 to 13	44	1
Justification: All speech therapists service grades K-6. They do not service all students at the same time.				
Locations:				
Kulp	An Elementary School Building	A building in which General Education programs are operated		

Program Position #45 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: August 29, 2016

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Autistic Support	6 to 9	4	1
Locations:				
Montgomery	An Elementary School Building	A building in which General Education programs are operated		

Program Position #46 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Class*Implementation Date:* August 29, 2016*Justification:* Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	9 to 12	11	1
Locations:				
Montgomery	An Elementary School Building	A building in which General Education programs are operated		

Program Position #47 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Class*Implementation Date:* August 29, 2016*Justification:* Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	8 to 11	18	1
Locations:				
Montgomery	An Elementary School Building	A building in which General Education programs are operated		

Program Position #48 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Class*Implementation Date:* August 29, 2016**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	6 to 9	4	1
Locations:				
Montgomery	An Elementary School Building	A building in which General Education programs are operated		

Program Position #49 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Class

Implementation Date: August 29, 2016

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	11 to 12	15	1
Locations:				
Montgomery	An Elementary School Building	A building in which General Education programs are operated		

Program Position #50 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: August 29, 2016

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	5 to 12	47	1
Justification: Speech therapists see students in grades K-6. They do not service all students at the same time.				
Locations:				
Montgomery	An Elementary School Building	A building in which General Education programs are operated		

Program Position #51 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: August 29, 2016

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	5 to 12	33	1
Justification: All speech therapists see students in grades K-6. They do not service all students at the same time.				
Locations:				
Montgomery	An Elementary School Building	A building in which General Education programs are operated		

Program Position #52 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: August 29, 2016

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	9 to 11	18	1
Locations:				
Montgomery	An Elementary School Building	A building in which General Education programs are operated		

Program Position #53 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: August 29, 2016

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	7 to 8	13	1
Locations:				
Montgomery	An Elementary School Building	A building in which General Education programs are operated		

Program Position #54 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: August 29, 2016

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

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

Program Position #55 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION*Type: Class**Implementation Date: August 29, 2016**Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	6 to 10	10	1
Justification: Teacher case manages students greater than 3 years apart in age; they are not in the same class together at the same time.				
Locations:				
Nash	An Elementary School Building	A building in which General Education programs are operated		

Program Position #56 - Proposed Program*Operator: School District***PROPOSED PROGRAM INFORMATION***Type: Class**Implementation Date: August 29, 2016**Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	6 to 10	11	1
Justification: Teacher case manages students greater than 3 years apart in age; they are not in the same class together at the same time.				
Locations:				
Nash	An Elementary School Building	A building in which General Education programs are operated		

Program Position #57 - Proposed Program*Operator: School District***PROPOSED PROGRAM INFORMATION***Type: Class**Implementation Date: August 29, 2016**Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Autistic Support	7 to 9	10	1
Locations:				
Nash	An Elementary School Building	A building in which General Education programs are operated		

Program Position #58 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Class*Implementation Date:* August 29, 2016*Justification:* Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	11 to 13	11	1
Locations:				
Nash	An Elementary School Building	A building in which General Education programs are operated		

Program Position #59 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Class*Implementation Date:* August 29, 2016*Justification:* Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	5 to 11	32	1
Justification: All speech therapists see students in grades K-6. They do not service all students at the same time.				
Locations:				
Nash	An Elementary School Building	A building in which General Education programs are operated		

Program Position #60 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Class*Implementation Date:* August 29, 2016*Justification:* Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	6 to 10	14	1
Justification: Teacher case manages students greater than 3 years apart in age; they are not in the same class				

together at the same time.				
Locations:				
North Wales	An Elementary School Building	A building in which General Education programs are operated		

Program Position #61 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: August 29, 2016

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	9 to 12	10	1
Locations:				
North Wales	An Elementary School Building	A building in which General Education programs are operated		

Program Position #62 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: August 29, 2016

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	5 to 13	57	1
Justification: All speech therapists see students in grades K-6. They do not service all students at the same time.				
Locations:				
North Wales	An Elementary School Building	A building in which General Education programs are operated		

Program Position #63 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: August 29, 2016

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	7 to 10	9	1
Locations:				
North Wales	An Elementary School Building	A building in which General Education programs are operated		

Program Position #64 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: August 29, 2016

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	9 to 12	13	1
Locations:				
North Wales	An Elementary School Building	A building in which General Education programs are operated		

Program Position #65 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: August 29, 2016

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	5 to 6	6	1
Locations:				
North Wales	An Elementary School Building	A building in which General Education programs are operated		

Program Position #66 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: August 29, 2016

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	15 to 16	10	1
Locations:				
Northbridge	A Senior High School Building	A building in which General Education programs are operated		

Program Position #67 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: August 29, 2016

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	5 to 13	43	1
Justification: All speech therapists see students in grades K-6. They do not service all students at the same time.				
Locations:				
Oak Park	An Elementary School Building	A building in which General Education programs are operated		

Program Position #68 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: August 29, 2016

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	6 to 9	10	1
Locations:				
Oak Park	An Elementary School Building	A building in which General Education programs are operated		

Program Position #69 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: August 29, 2016

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	9 to 12	9	1
Locations:				
Oak Park	An Elementary School Building	A building in which General Education programs are operated		

Program Position #70 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: August 29, 2016

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	9 to 12	11	1
Locations:				
Oak Park	An Elementary School Building	A building in which General Education programs are operated		

Program Position #71 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: August 29, 2016

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	10 to 13	16	1
Locations:				
Oak Park	An Elementary School Building	A building in which General Education programs are operated		

Program Position #72 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: August 29, 2016

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	5 to 7	6	1
Locations:				
Oak Park	An Elementary School Building	A building in which General Education programs are operated		

Program Position #73 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: August 29, 2016

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Autistic Support	8 to 11	7	1
Locations:				
Walton Farm	An Elementary School Building	A building in which General Education programs are operated		

Program Position #74 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: August 29, 2016

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

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

Program Position #75 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: August 29, 2016

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	8 to 11	14	1
Locations:				
Walton Farm	An Elementary School Building	A building in which General Education programs are operated		

Program Position #76 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: August 29, 2016

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Life Skills Support	11 to 13	7	1
Locations:				
Walton Farm	An Elementary School Building	A building in which General Education programs are operated		

Program Position #77 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: August 29, 2016

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	7 to 10	15	1
Locations:				
Walton Farm	An Elementary School Building	A building in which General Education programs are operated		

Program Position #78 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: August 29, 2016

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Multiple Disabilities Support	5 to 11	8	1
Justification: The caseload serves students that are outside the 3 year age range because students outside the age range are not instructed in a contained classroom during the same period. A teacher may serve multiple grade levels dictated by scheduling and student needs.				
Locations:				
Walton Farm	An Elementary School Building	A building in which General Education programs are operated		

Program Position #79 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: August 29, 2016

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	5 to 13	29	0.4
Justification: All speech therapists see students in grades K-6. They do not service all the students at the same time.				
Locations:				
Walton Farm	An Elementary School Building	A building in which General Education programs are operated		

Program Position #80 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: August 29, 2016

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	5 to 13	38	1
Justification: All speech therapists see students in grades K-6. They do not service all the students at the same time.				
Locations:				
Walton Farm	An Elementary School Building	A building in which General Education programs are operated		

Program Position #81 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: August 29, 2016

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	8 to 11	11	1
Locations:				
York Ave	An Elementary School Building	A building in which General Education programs are operated		

Program Position #82 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: August 29, 2016

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	6 to 8	12	1
Locations:				
York Ave	An Elementary School Building	A building in which General Education programs are operated		

Program Position #83 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: August 29, 2016

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	7 to 10	11	1
Locations:				
York Ave	An Elementary School Building	A building in which General Education programs are operated		

Program Position #84 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: August 29, 2016

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	5 to 12	37	1
Justification: All speech therapists see students in grades K-6. They do not service all students at the same time.				
Locations:				
York Ave	An Elementary School Building	A building in which General Education programs are operated		

Program Position #85 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: August 29, 2016

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	12 to 13	16	1
Locations:				
Pennbrook	A Middle School Building	A building in which General Education programs are operated		

Program Position #86 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: August 29, 2016

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	15 to 16	13	1
Locations:				
Pennbrook	A Middle School Building	A building in which General Education programs are operated		

Program Position #87 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION*Type:* Class*Implementation Date:* August 29, 2016*Justification:* Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	12 to 15	12	1
Locations:				
Pennbrook	A Middle School Building	A building in which General Education programs are operated		

Program Position #88 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Class*Implementation Date:* August 29, 2016*Justification:* Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	13 to 16	5	1
Locations:				
Pennbrook	A Middle School Building	A building in which General Education programs are operated		

Program Position #89 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Class*Implementation Date:* August 29, 2016*Justification:* Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	13 to 14	10	1
Locations:				
Pennbrook	A Middle School Building	A building in which General Education programs are operated		

Program Position #90 - Proposed Program*Operator:* School District

PROPOSED PROGRAM INFORMATION*Type:* Class*Implementation Date:* August 29, 2016*Justification:* Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 17	13	1
Locations:				
Pennbrook	A Middle School Building	A building in which General Education programs are operated		

Program Position #91 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Class*Implementation Date:* August 29, 2016*Justification:* Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Autistic Support	13 to 16	8	1
Locations:				
Pennbrook	A Middle School Building	A building in which General Education programs are operated		

Program Position #92 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Class*Implementation Date:* August 29, 2016*Justification:* Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	12 to 13	14	1
Locations:				
Pennbrook	A Middle School Building	A building in which General Education programs are operated		

Program Position #93 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: August 29, 2016

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 15	12	1
Locations:				
Pennbrook	A Middle School Building	A building in which General Education programs are operated		

Program Position #94 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: August 29, 2016

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	13 to 15	11	1
Locations:				
Pennbrook	A Middle School Building	A building in which General Education programs are operated		

Program Position #95 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: August 29, 2016

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	15 to 17	14	1
Locations:				
Pennbrook	A Middle School Building	A building in which General Education programs are operated		

Program Position #96 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: August 29, 2016

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	13 to 15	11	1
Locations:				
Pennbrook	A Middle School Building	A building in which General Education programs are operated		

Program Position #97 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: August 29, 2016

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	12 to 16	59	1
Locations:				
Pennbrook	A Middle School Building	A building in which General Education programs are operated		

Program Position #98 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: August 29, 2016

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

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

Program Position #99 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Class*Implementation Date:* August 29, 2016*Justification:* Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	12 to 13	13	1
Locations:				
Penndale	A Middle School Building	A building in which General Education programs are operated		

Program Position #100 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Class*Implementation Date:* August 29, 2016*Justification:* Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	12 to 13	13	1
Locations:				
Penndale	A Middle School Building	A building in which General Education programs are operated		

Program Position #101 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Class*Implementation Date:* August 29, 2016*Justification:* Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 15	12	1
Locations:				
Penndale	A Middle School Building	A building in which General Education programs are operated		

Program Position #102 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: August 29, 2016

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	13 to 15	10	0.5
Locations:				
Penndale	A Middle School Building	A building in which General Education programs are operated		

Program Position #103 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: August 29, 2016

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 15	14	1
Locations:				
Penndale	A Middle School Building	A building in which General Education programs are operated		

Program Position #104 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: August 29, 2016

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	13 to 15	12	1
Locations:				
Penndale	A Middle School Building	A building in which General Education programs are operated		

Program Position #105 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION*Type:* Class*Implementation Date:* August 29, 2016*Justification:* Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	13 to 15	12	1
Locations:				
Penndale	A Middle School Building	A building in which General Education programs are operated		

Program Position #106 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Class*Implementation Date:* August 29, 2016*Justification:* Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	13 to 15	12	1
Locations:				
Penndale	A Middle School Building	A building in which General Education programs are operated		

Program Position #107 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Class*Implementation Date:* August 29, 2016*Justification:* Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	12 to 15	9	1
Locations:				
Penndale	A Middle School Building	A building in which General Education programs are operated		

Program Position #108 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION**

Type: Class

Implementation Date: August 29, 2016

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	11 to 13	13	1
Locations:				
Penndale	A Middle School Building	A building in which General Education programs are operated		

Program Position #109 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: August 29, 2016

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	12 to 13	10	1
Locations:				
Penndale	A Middle School Building	A building in which General Education programs are operated		

Program Position #110 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: August 29, 2016

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Autistic Support	13 to 15	11	1
Locations:				
Penndale	A Middle School Building	A building in which General Education programs are operated		

Program Position #111 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: August 29, 2016

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	12 to 14	12	1
Locations:				
Penndale	A Middle School Building	A building in which General Education programs are operated		

Program Position #112 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: August 29, 2016

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	12 to 15	15	1
Locations:				
Penndale	A Middle School Building	A building in which General Education programs are operated		

Program Position #113 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: August 29, 2016

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	11 to 13	12	1
Locations:				
Penndale	A Middle School Building	A building in which General Education programs are operated		

Program Position #114 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: August 29, 2016

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	12 to 15	12	1
Locations:				
Penndale	A Middle School Building	A building in which General Education programs are operated		

Program Position #115 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Class*Implementation Date:* August 29, 2016**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	12 to 15	12	1
Locations:				
Penndale	A Middle School Building	A building in which General Education programs are operated		

Program Position #116 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Class*Implementation Date:* August 29, 2016

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	12 to 15	84	1
Justification: All speech therapists see students in grades 7-9. They do not service all students at the same time.				
Locations:				
Penndale	A Middle School Building	A building in which General Education programs are operated		

Program Position #117 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Class*Implementation Date:* August 29, 2016

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Autistic Support	14 to 16	7	1
Locations:				
Pennfield	A Middle School Building	A building in which General Education programs are operated		

Program Position #118 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: August 29, 2016

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	12 to 15	16	1
Locations:				
Pennfield	A Middle School Building	A building in which General Education programs are operated		

Program Position #119 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: August 29, 2016

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	12 to 15	16	1
Locations:				
Pennfield	A Middle School Building	A building in which General Education programs are operated		

Program Position #120 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: August 29, 2016

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 16	17	1
Locations:				
Pennfield	A Middle School Building	A building in which General Education programs are operated		

Program Position #121 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: August 29, 2016

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	12 to 13	17	1
Locations:				
Pennfield	A Middle School Building	A building in which General Education programs are operated		

Program Position #122 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: August 29, 2016

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	13 to 15	16	1
Locations:				
Pennfield	A Middle School Building	A building in which General Education programs are operated		

Program Position #123 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: August 29, 2016

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	13 to 15	13	1
Locations:				
Pennfield	A Middle School Building	A building in which General Education programs are operated		

Program Position #124 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: August 29, 2016

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	12 to 14	13	1
Locations:				
Pennfield	A Middle School Building	A building in which General Education programs are operated		

Program Position #125 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: August 29, 2016

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Autistic Support	12 to 14	8	1
Locations:				
Pennfield	A Middle School Building	A building in which General Education programs are operated		

Program Position #126 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: August 29, 2016

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	12 to 15	58	1
Locations:				
Pennfield	A Middle School Building	A building in which General Education programs are operated		

Program Position #127*Operator:* School District**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	15 to 17	8	1
Locations:				
North Penn High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Program Position #128*Operator:* School District**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	15 to 18	9	1
Locations:				
North Penn High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Program Position #129 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Class*Implementation Date:* August 29, 2016

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Multiple Disabilities Support	16 to 18	9	1
Justification: Teacher does not provide services to all students at the same time.				
Locations:				
North Penn High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Program Position #130 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Class

Implementation Date: August 29, 2016

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	15 to 17	8	1
Locations:				
North Penn High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Program Position #131 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: August 29, 2016

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	15 to 17	41	1
Locations:				
North Penn High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Program Position #132 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: August 29, 2016

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	15 to 17	8	0.7
Locations:				
North Penn High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Program Position #133 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: August 29, 2016

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	15 to 17	8	1
Locations:				
North Penn High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Program Position #134

Operator: School District

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	16 to 18	8	1
Locations:				
North Penn High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Program Position #135 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: August 29, 2016

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	15 to 17	9	1
Locations:				
North Penn High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Program Position #136 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: August 29, 2016

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	18 to 21	9	1

Locations:				
North Penn High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Program Position #137 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Class*Implementation Date:* August 29, 2016*Justification:* Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	15 to 17	38	1
Locations:				
North Penn High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Program Position #138 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Class*Implementation Date:* August 29, 2016*Justification:* Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	18 to 21	10	1
Locations:				
North Penn High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Program Position #139 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Class*Implementation Date:* August 29, 2016*Justification:* Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	15 to 17	8	1
Locations:				

North Penn High School	A Junior/Senior High School Building	A building in which General Education programs are operated		
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Program Position #140 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Class*Implementation Date:* August 29, 2016*Justification:* Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	15 to 17	9	1
Locations:				
North Penn High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Program Position #141 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Class*Implementation Date:* August 29, 2016*Justification:* Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	16 to 18	40	1
Locations:				
North Penn High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Program Position #142 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Class*Implementation Date:* August 29, 2016*Justification:* Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	16 to 18	9	1
Locations:				
North Penn High School	A Junior/Senior High	A building in which General		

	School Building	Education programs are operated		
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Program Position #143 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Class*Implementation Date:* August 29, 2016

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	15 to 17	9	1
Justification: .				
Locations:				
North Penn High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Program Position #144 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Class*Implementation Date:* August 29, 2016

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	15 to 17	11	1
Locations:				
North Penn High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Program Position #145 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Class*Implementation Date:* August 29, 2016

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Autistic Support	16 to 19	7	1
Locations:				
North Penn High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Program Position #146 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Class*Implementation Date:* August 29, 2016*Justification:* Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	17 to 19	9	1
Locations:				
North Penn High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Program Position #147 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Class*Implementation Date:* August 29, 2016*Justification:* Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	17 to 19	9	1
Locations:				
North Penn High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Program Position #148 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Class*Implementation Date:* August 29, 2016*Justification:* Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	17 to 21	2	0.2
Justification: .				
Locations:				
North Penn High School	A Junior/Senior High School Building	A building in which General Education programs are		

		operated		
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Program Position #149 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Class*Implementation Date:* August 29, 2016

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Life Skills Support	17 to 21	5	0.8
Locations:				
North Penn High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Program Position #150 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Class*Implementation Date:* August 29, 2016

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	16 to 18	9	1
Locations:				
North Penn High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Program Position #151 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Class*Implementation Date:* August 29, 2016

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	16 to 18	10	1
Locations:				
North Penn High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Program Position #152 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Class*Implementation Date:* August 29, 2016*Justification:* Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	16 to 18	10	1
Locations:				
North Penn High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Program Position #153 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Class*Implementation Date:* August 29, 2016*Justification:* Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	16 to 18	9	1
Locations:				
North Penn High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Program Position #154 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Class*Implementation Date:* August 29, 2016*Justification:* Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	19 to 21	8	1
Justification: .				
Locations:				
North Penn High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Program Position #155 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: August 29, 2016

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	16 to 18	8	1
Locations:				
North Penn High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Program Position #156 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: August 29, 2016

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	16 to 18	8	1
Locations:				
North Penn High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Program Position #157 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: August 29, 2016

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Autistic Support	15 to 17	8	1
Locations:				
North Penn High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Program Position #158 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION*Type: Class**Implementation Date: August 29, 2016**Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	15 to 17	37	1
Locations:				
North Penn High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Program Position #159 - Proposed Program*Operator: School District***PROPOSED PROGRAM INFORMATION***Type: Class**Implementation Date: August 29, 2016**Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	15 to 17	11	1
Locations:				
North Penn High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Program Position #160 - Proposed Program*Operator: School District***PROPOSED PROGRAM INFORMATION***Type: Class**Implementation Date: August 29, 2016**Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	15 to 17	10	1
Locations:				
North Penn High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Program Position #161 - Proposed Program*Operator: School District***PROPOSED PROGRAM INFORMATION***Type: Class*

Implementation Date: August 29, 2016

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	15 to 17	11	1
Locations:				
North Penn High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Program Position #162 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: August 29, 2016

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	15 to 17	42	1
Locations:				
North Penn High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Program Position #163 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: August 29, 2016

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	16 to 18	8	1
Locations:				
North Penn High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Program Position #164 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: August 29, 2016

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Multiple Disabilities Support	16 to 18	8	1
Locations:				
North Penn High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Program Position #165 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: August 29, 2016

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	15 to 21	68	1
Justification: All speech therapists see students in grades 10-12. They do not service all students at the same time.				
Locations:				
North Penn High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Program Position #166 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: August 29, 2016

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	15 to 18	61	1
Locations:				
North Penn High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Program Position #167 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: August 29, 2016

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	5 to 9	4	1
Justification: Inclusion facilitator sees students grade K-4. She does not service all students at the same time.				
Locations:				
Knapp	An Elementary School Building	A building in which General Education programs are operated		

Program Position #168 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: August 29, 2016

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	6 to 11	58	1
Justification: All speech therapists see grades K-6. They do not service all students at the same time.				
Locations:				
Bridle Path	An Elementary School Building	A building in which General Education programs are operated		

Program Position #169 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: August 29, 2016

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	7 to 11	15	0.5
Justification: All speech therapists see students grades K-6. They do not service all students at the same time.				
Locations:				
Bridle Path	An Elementary School Building	A building in which General Education programs are operated		

Program Position #170 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: August 29, 2016

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	5 to 13	52	1
Justification: All speech therapists see students in grades K-6. They do not service all students at the same time.				
Locations:				
Gwyn Nor	An Elementary School Building	A building in which General Education programs are operated		

Program Position #171

Operator: School District

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	5 to 13	11	0.5
Justification: Students are not seen in groups outside of the 3 or 4 year regulatory age span.				
Locations:				
Gwyn Nor	An Elementary School Building	A building in which General Education programs are operated		

Program Position #172 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: August 29, 2016

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	6 to 8	8	1
Justification: Students are not seen in groups outside of the 3 or 4 year regulatory age span.				
Locations:				
Gwyn Nor	An Elementary School Building	A building in which General Education programs are operated		

Program Position #173 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: August 29, 2016

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	5 to 13	26	1
Justification: All speech therapists see grades K-6. They do not service all students at the same time.				
Locations:				
Knapp	An Elementary School Building	A building in which General Education programs are operated		

Program Position #174 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: August 29, 2016

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	5 to 13	46	1
Justification: All speech therapists see students in grades K-6. They do not service all students at the same time.				
Locations:				
Knapp	An Elementary School Building	A building in which General Education programs are operated		

Program Position #175 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: August 29, 2016

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	5 to 13	62	1
Justification: All speech therapists see grades K-6. They do not service all students at the same time.				
Locations:				
Kulp	An Elementary School	A building in which General Education		

	Building	programs are operated		
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Program Position #176 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Class*Implementation Date:* August 29, 2016*Justification:* Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	11 to 13	4	1
Locations:				
Kulp	An Elementary School Building	A building in which General Education programs are operated		

Program Position #177 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Class*Implementation Date:* August 29, 2016*Justification:* Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	13 to 15	10	0.5
Justification: Students are not seen in groups outside of the 3 or 4 year regulatory age span.				
Locations:				
Penndale	A Middle School Building	A building in which General Education programs are operated		

Program Position #178 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Class*Implementation Date:* August 29, 2016*Justification:* Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Deaf and Hearing Impaired Support	6 to 18	28	0.8

Justification: Hearing teacher provides services district wide at all grade levels and does not see students at the same time.				
Locations:				
District Wide	An Elementary School Building	A building in which General Education programs are operated		

Program Position #179 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Class*Implementation Date:* August 29, 2016

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Blind or Visually Impaired Support	5 to 19	44	1
Justification: Vision teacher provides services district wide at all grade levels and does not see students at the same time.				
Locations:				
District Wide	An Elementary School Building	A building in which General Education programs are operated		

Program Position #180 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Class*Implementation Date:* November 1, 2016**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Autistic Support	5 to 8	3	1
Locations:				
Gwynedd Square	An Elementary School Building	A building in which General Education programs are operated		

Program Position #181 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Class and Position*Implementation Date:* January 2, 2017**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Autistic Support	6 to 8	5	1
Locations:				
Gwyn Nor Elementary	An Elementary School Building	A building in which General Education programs are operated		

Program Position #182 - Proposed Program*Operator: School District***PROPOSED PROGRAM INFORMATION***Type: ClassandPosition**Implementation Date: May 4, 2017***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Emotional Support	6 to 8	5	1
Locations:				
Nash	An Elementary School Building	A building in which General Education programs are operated		

Special Education Support Services

Support Service	Location	Teacher FTE
Director of Special Education and Student Services	All Buildings	1
Assistant Director of Special Education	All Buildings	1
Psychologists	All Buildings	10
Supervisors of Special Education	All Buildings	7
Behavior Specialists	All Buildings	5
Paraprofessionals	All Buildings	198
Occupational Therapist	District Wide	2
Psychologists (6)	All Buildings	0.6

Special Education Contracted Services

Special Education Contracted Services	Operator	Amt of Time per Week
Austill's/Occupational Therapy	Outside Contractor	429 Hours
Austill's/Physical Therapist	Outside Contractor	170 Hours
Exceptional Learning, LLC	Outside Contractor	125.5 Hours
NHS/Counseling Services	Outside Contractor	82.5 Hours
Lakeside/Mental Health Counseling Services	Outside Contractor	64 Hours
Brain Steps	Intermediate Unit	1 Hours
Transition Services	Intermediate Unit	5 Days

Assistive Technology Resource Center	Intermediate Unit	1 Days
Audiometer Calibration Program	Intermediate Unit	1 Days
Orientation & Mobility	Intermediate Unit	2.94 Hours
OTR, Inc.	Outside Contractor	1 Hours
Dragonfly Psychological Associates	Outside Contractor	1.5 Hours
Dr. Aya Messer, OT services	Outside Contractor	2 Hours
Medley & Mesaric Therapy Associates	Outside Contractor	9 Hours
Totally Sense-Sational	Outside Contractor	3 Hours
Keppley Behavioral Consulting, Inc.	Outside Contractor	18 Hours
International Institute for Behavioral Development, Ltd.	Outside Contractor	101.8 Hours
Behavioral Pediatrics	Outside Contractor	4.5 Hours
Behavior and Education Support Services, LLC	Outside Contractor	4 Hours
Education Alternatives for ABA	Outside Contractor	2 Hours
ABA Support Services, LLC	Outside Contractor	6 Hours
Connecting the Pieces, LLC	Outside Contractor	63 Hours
Home Programming.KC	Outside Contractor	10 Hours
Amy McGinnis Behavioral Consulting, Inc.	Outside Contractor	2 Hours
Home Programming.MB	Outside Contractor	6 Hours
Home Programming.KM	Outside Contractor	6 Hours

Needs Assessment

Record School Patterns

Question:

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

What other information do you still need to assess?

Answer:

The following accomplishments are apparent in the data:

- Increase in percentage of students proficient and advanced for Middle School students taking the Algebra 1 Keystone exam (7% increase).
- Decline in “below basic” English/ Language Arts PSSA scores in all PSSA-tested grades.
- Improvement in grade three PSSA scores for English/Language Arts and Mathematics over four years.
- Improvement in grade seven PSSA scores for English/Language Arts over four years.
- Increase in the percentage of non-white students taking AP Exams
- Significant increase in performance on AP Comp Govt Exam and AP US Govt Exam
- 32 National Merit Semi-finalists
- Decrease in the number of suspensions and reportable offenses

The following challenges are apparent in the data:

- Decrease of 4% in students proficient and advanced for Literature Keystone, Biology Keystone, and high school students taking the Algebra I Keystone.
- Disparity in achievement scores of Black, Hispanic, and Multi-Racial students when compared to White and Asian students.
- Achievement gap between students with IEPs and general education students.
- Achievement gap between economically disadvantaged students and students who are not economically disadvantaged.
- Overall decline in PSSA scores with the exception of grade three English/Language Arts, grade three Mathematics and grade seven English/Language Arts.

While the district has a wealth of data points related to student achievement, the district seeks to gain more insight into trends via perceptual data.

District Accomplishments

Accomplishment #1:

Student participation in AP courses and exams continues to rise, with over 1500 AP Exams administered in 2018 and 85% of exam scores at a 3 or higher.

Accomplishment #2:

Keystone Exam scores remain among the highest in the state.

Accomplishment #3:

Although lower due to the implementation of the revised PSSA assessments in Mathematics and ELA, the PSSA scores remain at or above the mean in the county and well above the state averages.

Accomplishment #4:

The district increased its support of inclusive practices through continued training and the adoption of an inclusion facilitator model to provide support for accommodations and modifications in schools.

Accomplishment #5:

Professional learning opportunities supported the key initiatives of using data to inform instruction, meeting the needs of diverse learners, and addressing student mental health and behavior issues.

Accomplishment #6:

Network infrastructure updates such as the implementation of a 1:1 Chromebook initiative, increased bandwidth, and the full implementation of the G Suite software resulted in a reliable and robust network for staff and students.

Accomplishment #7:

The district has improved its emergency management processes through implementation of a more structured CERT team structure, training on appropriate emergency procedures, and enhanced practice opportunities to insure accurate application of processes..

Accomplishment #8:

There is a firm foundation in place for the induction program and mentoring process. New teachers are continually supported throughout the year with a mentor relationship in the building where they teach. Every effort is made to match the teacher with a mentor who is certified in the same subject

area. Training opportunities take place throughout the year that are applicable to the work in the classroom and also align with school and district goals.

District Concerns

Concern #1:

2018 PSSA scores for ELA and Mathematics need to demonstrate accelerated growth in student achievement, both overall and for each specific student population.

Concern #2:

2017 PVAAS growth in Mathematics for grades 4, 7, and 8 as well as ELA for grades 7 and 8 is not sufficient to close achievement gaps.

Concern #3:

The district lacks a consistent framework for promoting positive student behavior and addressing student mental health concerns.

Concern #4:

Although the district has greatly increased the quantity and quality of technology access, there is a need to continue shifting instructional practices toward transformational digital learning strategies and greater use of technology to improve productivity.

Concern #5:

The continued increase in both demographic diversity and families with socioeconomic challenges requires a greater focus on ensuring equity and access for all students and families.

Concern #6:

Although the district completed a 10-year enrollment projections study, the results need to inform the development of a comprehensive facilities plan.

Concern #7:

The growing instructional and behavioral needs of incoming Kindergarten students require additional strategies to ensure Kindergarten readiness and support the closing of achievement gaps prior to Grade 1.

Concern #8:

There is a need to review and revise district policies and procedures to ensure that they are matched to current district needs, including but not limited to streamlining work flow, providing cost effective solutions to financial challenges, and maintaining compliance with local, state, and federal requirements.

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:

2018 PSSA scores for ELA and Mathematics need to demonstrate accelerated growth in student achievement, both overall and for each specific student population.

2017 PVAAS growth in Mathematics for grades 4, 7, and 8 as well as ELA for grades 7 and 8 is not sufficient to close achievement gaps.

Although the district has greatly increased the quantity and quality of technology access, there is a need to continue shifting instructional practices toward transformational digital learning strategies and greater use of technology to improve productivity.

The growing instructional and behavioral needs of incoming Kindergarten students require additional strategies to ensure Kindergarten readiness and support the closing of achievement gaps prior to Grade 1.

Systemic Challenge #2 (*Guiding Question #1*) Establish a district system that fully ensures consistent implementation of standards aligned curricula across all schools for all students.

Aligned Concerns:

2018 PSSA scores for ELA and Mathematics need to demonstrate accelerated growth in student achievement, both overall and for each specific student population.

2017 PVAAS growth in Mathematics for grades 4, 7, and 8 as well as ELA for grades 7 and 8 is not sufficient to close achievement gaps.

The growing instructional and behavioral needs of incoming Kindergarten students require additional strategies to ensure Kindergarten readiness and support the closing of achievement gaps prior to Grade 1.

Systemic Challenge #3 (*Guiding Question #5*) Establish a district system that fully ensures barriers to student learning are addressed in order to increase student achievement and graduation rates.

Aligned Concerns:

2018 PSSA scores for ELA and Mathematics need to demonstrate accelerated growth in student achievement, both overall and for each specific student population.

2017 PVAAS growth in Mathematics for grades 4, 7, and 8 as well as ELA for grades 7 and 8 is not sufficient to close achievement gaps.

The district lacks a consistent framework for promoting positive student behavior and addressing student mental health concerns.

The continued increase in both demographic diversity and families with socioeconomic challenges requires a greater focus on ensuring equity and access for all students and families.

Although the district completed a 10-year enrollment projections study, the results need to inform the development of a comprehensive facilities plan.

The growing instructional and behavioral needs of incoming Kindergarten students require additional strategies to ensure Kindergarten readiness and support the closing of achievement gaps prior to Grade 1.

There is a need to review and revise district policies and procedures to ensure that they are matched to current district needs, including but not limited to streamlining work flow, providing cost effective solutions to financial challenges, and maintaining compliance with local, state, and federal requirements.

Systemic Challenge #4 (*Guiding Question #9*) Establish a district system that fully ensures each member of the district community promotes, enhances and sustains a shared vision of positive school climate and ensures family and community support of student participation in the learning process.

Aligned Concerns:

The district lacks a consistent framework for promoting positive student behavior and addressing student mental health concerns.

The continued increase in both demographic diversity and families with socioeconomic challenges requires a greater focus on ensuring equity and access for all students and families.

The growing instructional and behavioral needs of incoming Kindergarten students require additional strategies to ensure Kindergarten readiness and support the closing of achievement gaps prior to Grade 1.

Systemic Challenge #5 (*Guiding Question #10*) Establish a district system that fully ensures professional development is focused, comprehensive and implemented with fidelity.

Aligned Concerns:

2018 PSSA scores for ELA and Mathematics need to demonstrate accelerated growth in student achievement, both overall and for each specific student population.

2017 PVAAS growth in Mathematics for grades 4, 7, and 8 as well as ELA for grades 7 and 8 is not sufficient to close achievement gaps.

Although the district has greatly increased the quantity and quality of technology access, there is a need to continue shifting instructional practices toward transformational digital learning strategies and greater use of technology to improve productivity.

The continued increase in both demographic diversity and families with socioeconomic challenges requires a greater focus on ensuring equity and access for all students and families.

District Level Plan

Action Plans

Goal #1: Improve student achievement, both growth and mastery, by implementing evidence-based instructional practices that address student needs identified for core instruction, enrichment, and intervention.

Related Challenges:

- Establish a district system that fully ensures consistent implementation of standards aligned curricula across all schools for all students.
- Establish a district system that fully ensures the consistent implementation of effective instructional practices across all classrooms in each school.
- Establish a district system that fully ensures professional development is focused, comprehensive and implemented with fidelity.

Indicators of Effectiveness:

Type: Annual

Data Source: PSSA

Specific Targets: By June 2022, overall student proficiency on the PSSA Math, English Language Arts, and Science assessments will increase by 10%.

By June 2022, the percentage of students scoring in the Advanced level on each subject will increase by 10%.

By June 2022, the PVAAS growth index for each grade and subject will be green or blue across all quintile groups.

Type: Annual

Data Source: Keystone Exams

Specific Targets: By June 2022, overall student proficiency on the Keystone Algebra 1, Biology, and Literature will increase by 10%.

By June 2022, the percentage of students scoring in the Advanced level on each subject will increase by 10%.

By June 2022, the PVAAS growth index for each grade and subject will be green or blue across all quintile groups.

Type: Interim

Data Source: Classroom Diagnostic Tools (CDT)

Specific Targets: By June 2022, the percentage of students scoring in the green or blue ranges will increase by 10%.

By June 2022, the percentage of students scoring in the blue range will increase by 10%.

By June 2022, the average growth from September to June will be at least 1.5 standard errors of measurement.

Strategies:

Increase student achievement in the primary grades through the implementation of full day Kindergarten for all students.

Description:

Rigorous, standards-aligned curricula is essential to increasing student achievement. As the rigor of Kindergarten standards intensified with the implementation of the Pennsylvania core standards, it has become increasingly difficult to address the academic, social, emotional, and behavioral needs of Kindergarten students in a half-day schedule. Further, over the past five years, the proficiency of incoming Kindergarteners as measured by initial assessments in September has decreased from 77.8% in 2013 to 66% in 2017. The development of a full day Kindergarten program will assist in addressing the challenging Pennsylvania core standards, as well as provide time to meet emotional, social, and behavioral needs of our youngest learners.

SAS Alignment: Standards, Curriculum Framework, Instruction

Implement instructional strategies aligned with student mastery of the PA Core Standards and designed to promote higher order thinking.

Description:

The PA Core Standards have increased the expectations for student problem-solving and metacognitive skills. Although the district aligned curricular documents to the PA Core Standards, there is a need to insure systemic implementation of instructional strategies that move students toward mastery of content and skills at a Webb's Depth of Knowledge 2 or 3 level. These strategies must be differentiated to meet both enrichment and intervention needs so that all students achieve at high levels.

SAS Alignment: Standards, Assessment, Curriculum Framework, Instruction

Increase the implementation of transformational digital learning practices to support student-centered instruction.

Description:

The district is entering Year 3 of a 1:1 Chromebook initiative. As a part of this process, the district has embraced the use of the SAMR (Substitution - Augmentation - Modification- Redefinition) model for instructional technology implementation. While many staff have mastered the Substitution and Augmentation levels, there is a need to continue to move in the direction of Modification and Redefinition strategies. Use of these strategies will integrate technology tools with higher order thinking and engaged student learning based on an inquiry model rather than a lecture-based, teacher-focused model.

SAS Alignment: Instruction, Materials & Resources

Better align the three NPSD middle schools in instructional and operational procedures and practices.

Description:

The three middle schools in North Penn operate on different schedules. Despite the use of curriculum frameworks, inconsistencies in instructional practices are evident as well. To ensure that each student has a guaranteed and viable curriculum, consistency is necessary.

SAS Alignment: Standards, Instruction

Make recommendations to the professional development program to advance the growth of staff and learning of students.

Description:

High quality, job-embedded professional development has the capacity to increase teacher efficacy. Investing resources in teachers can ultimately advance student growth and achievement.

SAS Alignment: Standards, Instruction

Implementation Steps:

Expand the use of the LinkIt! software to administer district assessments through an online platform.

Description:

The district has adopted the LinkIt! software as its digital assessment platform. Initial implementation has focused primarily on the data analytics aspects of the tool. The district will expand the use of the online assessment capabilities by transitioning midterm exams, final exams, and some unit/benchmark assessments to an online administration process. The use of online assessment will better align with the greater technology integration for instruction and with the ability to deliver accommodations and modifications seamlessly. Evidence of implementation will be the number of completed assessments administered through the platform.

Start Date: 8/20/2019 **End Date:** 6/20/2022

Program Area(s): Educational Technology

Supported Strategies:

- Increase the implementation of transformational digital learning practices to support student-centered instruction.

Implement a revised Social Studies curriculum that aligns with the PA Standards.

Description:

The current K-6 Social Studies curriculum is outdated both in terms of standards alignment and resources. A curriculum review committee will analyze the gaps in the current curriculum and make recommendations for a revised curriculum and resources. Evidence of implementation will be the implementation of the new curriculum in the fall of 2019. Further, the course sequence for Social Studies courses at the secondary level will be reviewed and recommendations made if necessary.

Start Date: 8/20/2019 **End Date:** 6/20/2020

Program Area(s):

Supported Strategies:

- Implement instructional strategies aligned with student mastery of the PA Core Standards and designed to promote higher order thinking.

Revise the Kindergarten curricula to allow for a full day schedule that addresses the rigorous PA Core Standards, as well as time to meet the social and emotional needs of learners.

Description:

The following benchmarks will result in achieving the implementation step:

- Review current curricula and identify gaps, overlaps, and inconsistencies. Make recommendations for change.
- Adjust pacing guidelines for all four subjects to accommodate additional instructional time.
- Implement a curriculum for social-emotional learning.
- Revise the special areas curriculum to allow for additional class time and mastery of standards.

Start Date: 8/20/2019 **End Date:** 6/20/2020

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

Supported Strategies:

- Increase student achievement in the primary grades through the implementation of full day Kindergarten for all students.
- Implement instructional strategies aligned with student mastery of the PA Core Standards and designed to promote higher order thinking.

Review the course leveling system for core subjects in middle school and make recommendations.

Description:

The majority of core content subjects in middle school are homogenously grouped. Curriculum supervisors will review the performance of students in each level of course, as well as the demographic information of students enrolled in the courses to determine if students are reaching expected achievement levels and if there are any inequitable patterns in course registration.

Start Date: 8/20/2019 **End Date:** 6/20/2022

Program Area(s): Professional Education

Supported Strategies:

- Implement instructional strategies aligned with student mastery of the PA Core Standards and designed to promote higher order thinking.

Implement a revised K-6 Mathematics curriculum aligned with the PA Core Standards.

Description:

The district implemented a new math curriculum at the elementary level in 2012. Accordingly, the curriculum cycle identifies elementary math as a content area to be reviewed during the next three years. A curriculum review committee will analyze the strengths and gaps in the current curriculum and make recommendations for implementation of a revised curriculum and/or resources aligned to the PA Core Standards and supporting a high degree of focus on problem-solving and inquiry skills. Evidence of implementation will be the revised and implemented curriculum.

Start Date: 8/20/2019 **End Date:** 6/20/2022

Program Area(s):

Supported Strategies:

- Implement instructional strategies aligned with student mastery of the PA Core Standards and designed to promote higher order thinking.

Develop a district-wide mathematics instructional model that articulates the teacher and student behavior expected in a student-centered mathematical program.

Description:

A focus on mathematical problem-solving, the Concrete-Representational-Abstract model, and station teaching will be incorporated into mathematics instruction. These strategies will support increased rigor in mathematics and the elevation of mathematical standards that has occurred.

Start Date: 8/20/2019 **End Date:** 6/20/2021

Program Area(s): Professional Education

Supported Strategies:

- Implement instructional strategies aligned with student mastery of the PA Core Standards and designed to promote higher order thinking.

Examine the current assessments utilized in elementary English/Language Arts and make recommendations.

Description:

Standards-aligned assessments with tight curricular alignment are critical in determining where students are performing so that teachers can make informed instructional decisions. The current assessments utilized in elementary ELA will be reviewed for alignment and efficacy, and recommendations made accordingly.

Start Date: 8/20/2019 **End Date:** 6/20/2022

Program Area(s): Professional Education

Supported Strategies:

- Implement instructional strategies aligned with student mastery of the PA Core Standards and designed to promote higher order thinking.

Develop consistency in operational expectations at the middle school level.

Description:

Inconsistencies between middle schools in the district exist related to daily operations. Evidence of implementation will include the development of a consistent bell schedule, special areas subject schedule, and Penn Time (advisory) period for consistency of experience and operations.

Start Date: 8/20/2019 **End Date:** 6/20/2022

Program Area(s): Student Services

Supported Strategies:

- Better align the three NPSD middle schools in instructional and operational procedures and practices.

Develop consistency in instructional practices at the three middle schools.

Description:

Inconsistencies in curriculum delivery exist among the three middle schools. Evidence of implementation will include streamlining curricular and instructional expectations across the middle schools through principal walkthroughs, review of observational data, and discussion of inter-rater reliability among administrators conducting observations.

Start Date: 8/20/2019 **End Date:** 8/20/2022

Program Area(s): Professional Education

Supported Strategies:

- Better align the three NPSD middle schools in instructional and operational procedures and practices.

In conjunction with the Continuous Professional Education committee, evaluate the strengths and weaknesses of the existing professional development program for staff and develop action steps for implementation.

Description:

Staff feedback on efficacy of professional development is critical to assess the strengths and weaknesses and make adjustments. Evidence of implementation will include a revised professional development plan and calendar that incorporates recommendations.

Start Date: 8/20/2019 **End Date:** 6/20/2020

Program Area(s): Professional Education

Supported Strategies:

- Make recommendations to the professional development program to advance the growth of staff and learning of students.

Coordinate the implementation of an instructional coaching program that provides job-embedded professional development to staff.

Description:

Although the efficacy of "one and done" workshops as an approach to staff development has long been criticized, this remains one of the models frequently employed in education. The implementation of an instructional coaching program will assist in providing staff ongoing, job-embedded professional development. Evidence of implementation will include coaching logs, and professional development schedules.

Start Date: 8/20/2019 **End Date:** 6/20/2020

Program Area(s): Professional Education

Supported Strategies:

- Increase student achievement in the primary grades through the implementation of full day Kindergarten for all students.
- Implement instructional strategies aligned with student mastery of the PA Core Standards and designed to promote higher order thinking.
- Increase the implementation of transformational digital learning practices to support student-centered instruction.
- Better align the three NPSD middle schools in instructional and operational procedures and practices.
- Make recommendations to the professional development program to advance the growth of staff and learning of students.

Increase the use of technology resources as a platform for professional development.

Description:

As technology advances, using a variety of media such as video, Twitter, and other platforms will assist staff in obtaining real-time professional development. Evidence of implementation will include products created through technology and various media.

Start Date: 8/20/2019 **End Date:** 6/20/2022

Program Area(s): Professional Education

Supported Strategies:

- Implement instructional strategies aligned with student mastery of the PA Core Standards and designed to promote higher order thinking.
- Increase the implementation of transformational digital learning practices to support student-centered instruction.

Educate stakeholders on personalized learning and begin to develop a vision for implementation of personalized learning in NPSD.

Description:

To further the use of technology and develop a vision for personalized learning, the following will occur:

- Establish and implement teams at select schools to participate in the MCIU's leadership design academy.
- Purchase, share, and discuss *Inevitable: Mass customized learning-customized learning in the age of empowerment* with stakeholder groups including secondary principals, cabinet, and school board members
- Begin to explore instructional models and the expectations in NPSD classrooms in collaborations with curriculum, technology, and instructional coaches

Evidence of implementation will include a vision and action plan for personalized learning.

Start Date: 8/20/2019 **End Date:** 6/20/2022

Program Area(s): Professional Education, Educational Technology

Supported Strategies:

- Implement instructional strategies aligned with student mastery of the PA Core Standards and designed to promote higher order thinking.
- Increase the implementation of transformational digital learning practices to support student-centered instruction.

Goal #2: Develop district practices supporting an inclusive, culturally responsive environment that guarantees equity and access to all students and their families.

Related Challenges:

- Establish a district system that fully ensures consistent implementation of standards aligned curricula across all schools for all students.
- Establish a district system that fully ensures barriers to student learning are addressed in order to increase student achievement and graduation rates.

Indicators of Effectiveness:

Type: Annual

Data Source: PSSA and Keystone Data

Specific Targets: Through culturally responsive instruction and professional development of staff, reduce the achievement gap of Black, Hispanic, and Multiracial students by at least 25% as measured by PSSA and Keystone Data by June 2022.

Type: Annual

Data Source: Special Education Penn Data, Discipline Data Recorded in PIMS

Specific Targets: By June 2022, reduce the number of Black, Hispanic, and Multiracial students who are disproportionately represented in special education programs and disproportionately suspended from school so that the risk ratio for these subgroups is no greater than 1.5 times more likely.

Type: Annual

Data Source: Human Resources Hiring Data

Specific Targets: By June 2022, implement practices that promote an increased pool of diverse applicants for positions across all employee groups.

Type: Annual

Data Source: Survey Data - Rubrics

Specific Targets: By June 2022, all schools will increase student and family engagement from a baseline to determined in the 2018-2019 school year as measured by Partnership Rubrics.

Type: Annual

Data Source: Special Education Placement Data for Students at the Secondary Level

Specific Targets: By June 2022, the percentage of students with significant cognitive disabilities spending the majority of their day in full-time, self-contained special education programs will decrease.

Strategies:

Through culturally responsive instruction and professional development of staff, reduce the achievement gap of Black, Hispanic, and Multiracial students by at least 25% as measured by PSSA and Keystone Data.

Description:

The district has engaged in cultural proficiency efforts for the last decade. As the demographics of the district continue to become more diverse, there is a need to insure equity and access for all students and families through measurable efforts to decrease the achievement gap.

SAS Alignment: Instruction, Materials & Resources, Safe and Supportive Schools

Implement practices that promote an increased pool of diverse applicants for positions across all employee groups.

Description:

The district has a need for staff diversity to be more representative of the backgrounds of the students and families. In some job classifications, the statewide pool of diverse candidates is not large. Additionally, the number of persons certified to teach each year in PA has dropped from 14,000 to 5,000. Implementation of hiring practices designed to locate and attract qualified candidates from all backgrounds will increase the diversity of the staff hired each year.

SAS Alignment: Materials & Resources, Safe and Supportive Schools

Increase student and family engagement from a baseline to determined in the 2018-2019 school year as measured by rubrics.

Description:

A strength of the district is the diversity of cultures, languages, and religions represented in its communities. To support effectively students and families, the district must expand its partnerships with families and community groups that have both insight into the needs of persons from various cultures and services to support these families. Development of such partnerships will expand the resources available to district families and promote a continuum of services across the community.

SAS Alignment: Safe and Supportive Schools

Reduce the number of students who are disproportionately represented in special education programs and disproportionately suspended from school so that the risk ratio for these subgroups is no greater than 1.5 times more likely.

Description:

Students of color are disproportionately represented in special education programs as well as in disciplinary suspensions both nationally and locally. To increase equity for all students, this issue must be addressed.

SAS Alignment: Safe and Supportive Schools

Decrease the number of students with disabilities participating receiving full-time special education programming at the secondary level.

Description:

National post-school outcome data reveals that students with disabilities who spend the majority of their day outside of the general education classroom consistently perform at lower rates, attend fewer post-secondary education institutions, and have poorer employment data. Students with intellectual disabilities and significant cognitive disabilities are at particular disadvantages. Exposing students to the general curriculum and participating in general education programming helps to combat this effect.

SAS Alignment: Standards, Instruction, Safe and Supportive Schools

Measure student engagement in academics and extra-curriculars through a school climate survey to determine if certain populations of students are less engaged in the overall life of the school and develop an action sequence.

Description:

To create an environment of equity and access, it is critical to ensure that all students feel a sense of community and are engaged in school. Particular focus must be paid to students who may be part of a historically marginalized group such as students of color, students of various ethnic or religious backgrounds, students with disabilities, and LGBT students. A school climate survey will assist in determining if certain groups of students are less engaged in school. This data will help to inform an action plan.

SAS Alignment: None selected

Implementation Steps:

Investigate, adopt, and implement a framework for culturally responsive instruction.

Description:

The following benchmarks will indicate that implementation has been achieved:

- Investigate the adoption of a framework for culturally responsive instruction and create a plan for implementation that is embedded within district curriculum efforts.
- Provide professional development to staff in culturally responsive teaching practices.
- Develop exemplars of culturally responsive instructional practices in the district and create a platform to share resources among the district (i.e. videos, lesson plans, materials, etc.)

Start Date: 8/20/2019 **End Date:** 6/20/2022

Program Area(s): Professional Education, Student Services

Supported Strategies:

- Through culturally responsive instruction and professional development of staff, reduce the achievement gap of Black, Hispanic, and Multiracial students by at least 25% as measured by PSSA and Keystone Data.

Increase the proficiency of staff in culturally responsive teaching practices from a baseline to be determined in 2018-2019 as measured by rubrics and observation.

Description:

The following will demonstrate implementation:

- Select an assessment tool to be used in conjunction with cultural proficiency professional development and implement the assessment.
- Review the results of the assessment tool and develop action sequences for each school to increase culturally responsive teaching practices.
- The curriculum supervisors and learning coaches will embed the work of cultural proficiency within other training opportunities and initiatives, including the work of the ULLC.

Start Date: 8/20/2019 **End Date:** 6/20/2022

Program Area(s): Professional Education, Student Services

Supported Strategies:

- Through culturally responsive instruction and professional development of staff, reduce the achievement gap of Black, Hispanic, and Multiracial students by at least 25% as measured by PSSA and Keystone Data.

Recruit a diverse pool of candidates to North Penn.

Description:

The following will demonstrate implementation:

- Develop promotional materials.
- Share promotional materials and develop partnerships with HBCUs (Historically Black Colleges and Universities), and other colleges with diverse students to recruit aspiring teachers.
- Share promotional materials and develop partnerships with sororities, fraternities, and other diverse organizations to attract diverse North Penn applicants.
- Continue to host and attend diverse job fairs.
- Create a method to identify diverse highly qualified candidates to ensure applicants are not overlooked in the screening process.
- Investigate the development of a “Hire Your Own” program targeting diverse high school students.

Start Date: 8/20/2019 **End Date:** 6/20/2022

Program Area(s): Teacher Induction

Supported Strategies:

- Implement practices that promote an increased pool of diverse applicants for positions across all employee groups.

Retain diverse employees in the North Penn School District.

Description:

The following will demonstrate implementation:

- Examine the placement of staff members in each building and develop staffing patterns that support placement of at least two diverse staff in every school.
- Solicit feedback from current diverse staff members to determine factors that led to their employment in North Penn, and factors that have contributed or would contribute to their remaining in the district.

Start Date: 8/20/2019 **End Date:** 6/20/2022

Program Area(s): Teacher Induction

Supported Strategies:

- Implement practices that promote an increased pool of diverse applicants for positions across all employee groups.

Increase student, families, and community engagement in cultural proficiency efforts.

Description:

The following will demonstrate implementation:

- A clear vision and mission statement for the district's cultural proficiency efforts will be developed and shared publicly via the district's website and social media outlets.
- Create multiple forums to showcase cultural holidays, and student cultural talents and traditions.
- Present to the Home and School Coordinating Council on cultural proficiency and encourage them to engage more diverse parents.
- Increase explicit communication of district policies and practices, especially related to course selection, college readiness/applications, career awareness, etc.
- Each school will create a team to oversee the administration of Partnership Rubrics and develop action plans based on the areas of need.
- The district will hold a Diversity Forum to gain feedback from students, parents, staff, and community members regarding cultural proficiency, and will adjust action plans as needed based on feedback.

Start Date: 8/20/2019 **End Date:** 6/20/2022

Program Area(s): Student Services

Supported Strategies:

- Increase student and family engagement from a baseline to determined in the 2018-2019 school year as measured by rubrics.

Continue to implement the cultural proficiency professional development modules and develop new modules addressing culturally responsive instruction.

Description:

The cultural proficiency modules were developed by district staff under the guidance of a consultant. The modules address various aspects of cultural proficiency including understanding culture, addressing bias, and microaggressions. Schools will continue to implement these modules with their staff. Evidence of implementation will be the verification of each school completing at least two modules during the year.

Start Date: 8/20/2019 **End Date:** 6/20/2022

Program Area(s): Professional Education

Supported Strategies:

- Through culturally responsive instruction and professional development of staff, reduce the achievement gap of Black, Hispanic, and Multiracial students by at least 25% as measured by PSSA and Keystone Data.

Reduce disproportionality in suspensions.

Description:

Review disproportionate discipline trends with building administrators. Communicate information with staff and develop an action sequence to reduce referrals.

Start Date: 8/20/2019 **End Date:** 6/20/2022

Program Area(s): Student Services

Supported Strategies:

- Through culturally responsive instruction and professional development of staff, reduce the achievement gap of Black, Hispanic, and Multiracial students by at least 25% as measured by PSSA and Keystone Data.
- Increase student and family engagement from a baseline to determined in the 2018-2019 school year as measured by rubrics.
- Reduce the number of students who are disproportionately represented in special education programs and disproportionately suspended from school so that the risk ratio for these subgroups is no greater than 1.5 times more likely.

Schedule students with significant cognitive disabilities into more general education electives classes.

Description:

Building administrators will review current schedules and determine where self-contained elective classes currently exist and how those students will receive greater opportunity to participate in general education.

Start Date: 8/20/2019 **End Date:** 6/20/2022

Program Area(s): Special Education, Student Services

Supported Strategies:

- Decrease the number of students with disabilities participating receiving full-time special education programming at the secondary level.

Utilize secondary inclusion facilitators to develop additional modifications and accommodations for students with significant disabilities participating in general education core content areas.

Description:

Inclusion facilitators will develop additional materials to be used as modifications in core content areas. They will provide job-embedded coaching and training opportunities to teachers who have students with significant disabilities included in their classes.

Start Date: 8/20/2019 **End Date:** 6/20/2022

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

Supported Strategies:

- Decrease the number of students with disabilities participating receiving full-time special education programming at the secondary level.

Reduce disproportionality in special education.

Description:

The following will evidence implementation: Communicate data trends in disproportionality to school psychologists, MTSS teams, and Child Study teams to increase awareness with referral patterns and over-identification, Analyze current testing procedures and protocols used to assess students for special education and determine if they are culturally and linguistically sensitive tools. Make recommendations for revisions if needed, and Review disproportionate discipline trends with building administrators. Communicate information with staff and develop an action sequence to reduce referrals.

Start Date: 8/20/2019 **End Date:** 6/20/2022

Program Area(s): Special Education, Student Services

Supported Strategies:

- Reduce the number of students who are disproportionately represented in special education programs and disproportionately suspended from school so that the risk ratio for these subgroups is no greater than 1.5 times more likely.

Administer a climate survey to students, analyze results, and determine necessary action steps to create greater engagement.

Description:

Evidence will be the completion of the survey and the disaggregation of results to determine if certain populations (i.e. LGBT students, students of color, students of different religious backgrounds, special education students etc.) are less engaged.

Start Date: 8/20/2019 **End Date:** 6/20/2022

Program Area(s): Student Services

Supported Strategies:

- Measure student engagement in academics and extra-curriculars through a school climate survey to determine if certain populations of students are less engaged in the overall life of the school and develop an action sequence.

Goal #3: Improve the district infrastructure and security measures to provide a safe, orderly, and up to date learning environment.

Related Challenges:

- Establish a district system that fully ensures consistent implementation of standards aligned curricula across all schools for all students.
- Establish a district system that fully ensures barriers to student learning are addressed in order to increase student achievement and graduation rates.

Indicators of Effectiveness:

Type: Annual

Data Source: Safe Schools Data

Specific Targets: By June 2022, the number of reportable incidents in the Safe Schools report will decrease by 5%.

Type: Interim

Data Source: Full Implementation of New SIS

Specific Targets: By June 2020, a new Student Information System will be implemented and fully operational.

Strategies:

Develop and deploy a plan related to facility usage, renovation and long-range planning.

Description:

The development of a comprehensive usage and renovation plan will allow the district to proactively plan for maintaining and/or expanding facilities in a manner that supports instruction and effectively leverages district fiscal resources.

SAS Alignment: Materials & Resources, Safe and Supportive Schools

Continue improvements to district and school safety practices.

Description:

In the wake of recent school violence incidents across the country, the district continues to review and revise security procedures so that staff, students, and community members remain safe. The use of crisis response teams and standard protocols for response enable district staff to effectively and efficiently address all safety challenges.

SAS Alignment: Safe and Supportive Schools

Utilize technology to streamline workplace efficiencies and effectively manage student information.

Description:

A new Student Information System (SIS) will be implemented to streamline data management and ensure that multiple platforms are linked. This will provide better ease of use for staff and accurate data reporting. A plan will be established for teacher web presence & re-organization of intranet resources to increase workplace efficiencies.

SAS Alignment: None selected

Implementation Steps:

Develop a plan to address any facilities anticipated to lack sufficient instructional space for new program implementation.

Description:

Based on the results of the analysis, the district will develop a plan to address any facilities lacking space for approved programs. Depending on the severity and anticipated duration of the space shortages, solutions may include the use of modulars, boundary realignment, or flexible boundaries. Evidence of implementation will be the presentation of a plan detailing the proposed strategies to the School Board.

Start Date: 8/20/2019 **End Date:** 6/20/2022

Program Area(s):

Supported Strategies:

- Develop and deploy a plan related to facility usage, renovation and long-range planning.

Continue planning for facilities updates/renovations to North Penn High School, Knapp Elementary School, Penndale Middle School, and the Educational Services Center.

Description:

The following will demonstrate implementation: Identify a comprehensive plan for facilities updates/renovations and identify funding solutions, Prioritize projects based on available funding, Develop project schedule/timeline, Present to the School Board for consideration.

Start Date: 8/20/2019 **End Date:** 6/20/2022

Program Area(s):

Supported Strategies:

- Develop and deploy a plan related to facility usage, renovation and long-range planning.

Further efforts across NPSD to increase safety and security of for all students and staff.

Description:

The following will demonstrate implementation: Develop the integration and implementation of CERT teams, Develop comprehensive drills to provide more authentic and level appropriate practice for all stakeholders, Explore more opportunities to increase student and staff accountability utilizing ID badges and swipe access, where appropriate, and Assess, analyze, and improve practices for threat assessment.

Start Date: 8/20/2019 **End Date:** 6/20/2022

Program Area(s): Student Services

Supported Strategies:

- Continue improvements to district and school safety practices.

Implement a new Student Information System (SIS).

Description:

The following will demonstrate implementation: core team meetings, development of a roll-out plan, staff development plan, and use of learning coaches to implement training. The new Student Information System (SIS) will be implemented in 2019-2020.

Start Date: 8/20/2019 **End Date:** 6/20/2022

Program Area(s): Educational Technology

Supported Strategies:

- Utilize technology to streamline workplace efficiencies and effectively manage student information.

Establish a Plan for Teacher Web Presence & Re-Organization of Intranet Resources.

Description:

The following will demonstrate implementation: Evaluate Feedback from EOY Survey on Teacher Websites, Evaluate potential for Infinite Campus Gradebook integration with Google Classroom to be Web Presence, Evaluate potential of LinkIt Parent Portal use and how this connects to a teacher web presence, Offer Training for Staff who wish to create a Google Site in addition to IC and GC and possibly LinkIt portal, Communicate Plan for Teacher Web Presence Requirements.

Start Date: 8/20/2019 **End Date:** 6/20/2022

Program Area(s): Educational Technology

Supported Strategies:

- Utilize technology to streamline workplace efficiencies and effectively manage student information.

Goal #4: Continue to implement organizational efficiencies designed to improve service to the students and community while maintaining fiscal responsibility.

Related Challenges:

- Establish a district system that fully ensures barriers to student learning are addressed in order to increase student achievement and graduation rates.

Indicators of Effectiveness:

Type: Annual

Data Source: Budget Data

Specific Targets: By June 2022, the district receives the Meritorious Budget Award for three years consecutively.

Type: Annual

Data Source: Website Data

Specific Targets: By June 2022, the number of website hits to the Business Office area and related documents will increase.

Strategies:

Improve communication of district finances so that data is accessible and user-friendly for the School Board and community.

Description:

Streamlining communications about finances and presenting the data in a more accessible way will support dialogue around budget and informed decision-making.

SAS Alignment: Materials & Resources

Continue to develop and implement organizational efficiencies and cost controls.

Description:

Over the past eight years, the district has saved a significant amount of money by streamlining workflow processes and implementing technology tools designed to eliminate manual tasks. Continuation of these efforts will allow the district to prioritize instructional expenditures over operational expenditures.

SAS Alignment: Materials & Resources

Review and revise Board Policies and Administrative Regulations as needed to ensure both compliance with the law and current practices.

Description:

Although there is a policy review cycle, many policies and regulations have not been reviewed for almost ten years. A systematic review of these policies and regulations will ensure that district practices remain in compliance with the law and that the policies and regulations accurately reflect current district procedures.

SAS Alignment: Materials & Resources, Safe and Supportive Schools

Improve the operational efficiencies in the Support Services Department.

Description:

Increased operational efficiencies in the Support Services Department will result in improved maintenance, cleaning, and support of buildings.

SAS Alignment: Materials & Resources

Investigate creative ways to decrease costs when possible and explore new ways of increasing revenues to better focus resources on students.

Description:

With rising costs related to salaries, benefits, and PSERS, it is necessary to investigate innovative ways to reduce expenditures to maintain a quality education for students.

SAS Alignment: Materials & Resources

Develop a financing plan for construction and capital improvement projects.

Description:

There are a number of construction and capital improvement projects which must be completed to address building needs. The development of a financing plan is crucial to support these projects in a fiscally responsible manner.

SAS Alignment: Materials & Resources

Research and consult with financial management on options, present to the Finance committee, and develop a plan.

Description:

There are a number of options that could be utilized to fund capital and construction projects. Through completing research and engaging the Finance Committee of the School Board in decision-making, the district will develop a plan that is fiscally responsible.

SAS Alignment: Materials & Resources

Implementation Steps:

Develop a policy and regulation review cycle.

Description:

A policy and regulation review cycle will provide a structure for the periodic systemic review of all policies and regulations. Such a cycle will identify the reviews to conduct in any given year and focus the efforts of the district on proactive review and revision.

Start Date: 8/20/2019 **End Date:** 6/20/2022

Program Area(s):

Supported Strategies:

- Review and revise Board Policies and Administrative Regulations as needed to ensure both compliance with the law and current practices.

Monitor completion of reviews and bring proposed revisions to the ECP Committee for approval.

Description:

The Assistant Superintendent will monitor Cabinet members assigned to review specific policies and regulations to insure completion of the process. As the liaison to ECP, the Assistant Superintendent will bring the proposed revisions forward and complete the Board approval process. The evidence of completion is the approved revised policy.

Start Date: 8/20/2019 **End Date:** 6/20/2022

Program Area(s):

Supported Strategies:

- Review and revise Board Policies and Administrative Regulations as needed to ensure both compliance with the law and current practices.

Implement new student information system, IEP management, and health suite software.

Description:

The instructional management software packages are nearing end of life and provide some barriers to efficient work processes. The district engaged in an RFP process to select a vendor for these three software modules. Evidence that the step has been implemented will be the fully implemented software as of the fall of 2019.

Start Date: 8/20/2019 **End Date:** 6/20/2022

Program Area(s): Student Services, Educational Technology

Supported Strategies:

- Continue to develop and implement organizational efficiencies and cost controls.

Implement the Linkit! digital assessment and data analytics software to streamline school assessment processes.

Description:

The Linkit! software was selected through an RFP process to replace the Performance Plus software. The district began implementation in the spring of 2018. Continued implementation will expand and enhance the data reporting use and transition to online assessments as a means of reducing manual copying, grading, and reporting tasks. Evidence of implementation will be the use of the software for at least 80% of benchmark assessments and software usage statistics demonstrating increased use of the data analytics.

Start Date: 8/20/2019 **End Date:** 6/20/2022

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

Supported Strategies:

- Continue to develop and implement organizational efficiencies and cost controls.

Annually require departments to develop and implement organizational efficiencies and cost controls specific to their tasks.

Description:

Each department annually reviews processes to seek ways to control costs without sacrificing service. Evidence of implementation will be the implementation of specific strategies and the associated reduction in cost each year.

Start Date: 8/20/2019 **End Date:** 6/20/2022

Program Area(s):

Supported Strategies:

- Continue to develop and implement organizational efficiencies and cost controls.

Streamline staff communication and processes in the support services department.

Description:

The following will demonstrate implementation: Introduce structure and processes in maintenance, grounds, and custodial areas, Continue monthly staff meetings with each subgroup, and Standardize procedures, equipment, and supplies.

Start Date: 8/20/2019 **End Date:** 6/30/2022

Program Area(s):

Supported Strategies:

- Improve the operational efficiencies in the Support Services Department.

Continue to identify energy efficient improvement opportunities.

Description:

The following will demonstrate implementation: Compile historical energy usage data, Identify deficiencies by building, and Develop improvement strategies.

Start Date: 8/20/2019 **End Date:** 6/20/2022

Program Area(s):

Supported Strategies:

- Improve the operational efficiencies in the Support Services Department.

Investigate cost containment and revenue-generating strategies in the Community Engagement Department.

Description:

The following will demonstrate implementation: make recommendations to mailing process, implement a North Penn Education Foundation employee donation program, review Community Education profits and losses and make changes to improve the financial stability of the program, strengthen the Education Foundation to attract more involved trustees.

Start Date: 8/20/2019 **End Date:** 6/20/2022

Program Area(s):

Supported Strategies:

- Investigate creative ways to decrease costs when possible and explore new ways of increasing revenues to better focus resources on students.

Research financial dashboard tools, seek input from Finance Committee, develop and automate the dashboard and post to the website.

Description:

The creation of a monthly dashboard tool embedded in Finance Committee reports to be shared with the board and community will serve as evidence that the step has been implemented.

Start Date: 8/20/2019 **End Date:** 6/20/2022

Program Area(s):

Supported Strategies:

- Improve communication of district finances so that data is accessible and user-friendly for the School Board and community.

Investigate the use of a cash-settled forward swap to lock in current interest rates as protection in a rising interest rate market.

Description:

The following will serve as evidence of implementation: report of consulting with other districts who have and explored and implemented this option, presentation data to Finance Committee over several meetings, completion of transaction or decision not to move forward.

Start Date: 8/20/2019 **End Date:** 6/20/2022

Program Area(s):

Supported Strategies:

- Research and consult with financial management on options, present to the Finance committee, and develop a plan.

Develop a financial dashboard summarizing monthly financial data shared with the Finance committee of the School Board.

Description:

The following will serve as evidence of implementation: research dashboard tools, seek input from Finance Committee, develop dashboard via Forecast5 software, automate the process, and share on website

Start Date: 8/20/2019 **End Date:** 6/20/2022

Program Area(s):

Supported Strategies:

- Improve communication of district finances so that data is accessible and user-friendly for the School Board and community.

Develop an annual financial newsletter (summary document from 100+ page budget book) and video summarizing budget information.

Description:

The following will serve as evidence of implementation: creation of newsletter shared with community and posting of video to website.

Start Date: 8/20/2019 **End Date:** 6/20/2022

Program Area(s):

Supported Strategies:

- Improve communication of district finances so that data is accessible and user-friendly for the School Board and community.

Goal #5: Develop a continuum of services to support the social, emotional, and behavioral needs of students.

Related Challenges:

- Establish a district system that fully ensures barriers to student learning are addressed in order to increase student achievement and graduation rates.
- Establish a district system that fully ensures each member of the district community promotes, enhances and sustains a shared vision of positive school climate and ensures family and community support of student participation in the learning process.

Indicators of Effectiveness:

Type: Annual

Data Source: Absentee Data, Suspension Data

Specific Targets: By June 2022, the overall district rate of chronic absenteeism will decrease by at least ten percent.

By June 2022, the overall district rate of habitually truant students will decrease by at least ten percent.

By June 2022, the suspension rates will decrease by at least ten percent.

Strategies:

Expand the use of School Wide Positive Behavioral Interventions and Supports (SWPBIS) at the elementary level.

Description:

SWPBIS is a framework recognized as effective by the Pennsylvania Department of Education. It involves clearly stating and explicitly teaching behavioral standards, and providing tiered interventions for students. The district will increase the number of schools participating in the SWPBIS network from one in the 2017-2018 school year to at least five by 2021.

SAS Alignment: Safe and Supportive Schools

Provide training to staff on trauma-informed instruction.

Description:

Trauma-informed instruction recognizes that the brain can be fundamentally altered based upon the events that occurred in one's life. As the district grows and changes, and as mental health has become a national concern, attending to the social and emotional needs of students is critical. Barriers to learning must be addressed for students to learn.

SAS Alignment: Instruction, Safe and Supportive Schools

Implement a social-emotional curriculum at the elementary level and expansion of mental health services across all levels.

Description:

The district has seen an increase in the number of behavioral and mental health challenges experienced by students at a young age. As part of tier one behavioral interventions for all students, a social-emotional

curriculum will be implemented to explicitly teach behavioral expectations and develop a sense of respect and community in students.

SAS Alignment: Materials & Resources, Safe and Supportive Schools

Implementation Steps:

Provide professional development on student mental health issues to professional staff using consultants from community mental health partners.

Description:

Staff understanding of student mental health issues is an important component of proactively recognizing and addressing the needs of our children. The district will leverage the expertise of community mental health partners to provide professional development on student mental health issues for the staff. Evidence of implementation will be participation in scheduled professional development opportunities.

Start Date: 8/20/2019 **End Date:** 6/20/2022

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

Supported Strategies:

- Provide training to staff on trauma-informed instruction.

Administer a school climate survey to ascertain areas of strength and concern related to the school environment.

Description:

The district has identified a need to gather data related to school climate. The results of the survey will provide direction as to the highest priority needs. Evidence of implementation will be the results of the survey.

Start Date: 8/20/2019 **End Date:** 6/20/2022

Program Area(s): Student Services

Supported Strategies:

- Expand the use of School Wide Positive Behavioral Interventions and Supports (SWPBIS) at the elementary level.
- Provide training to staff on trauma-informed instruction.
- Implement a social-emotional curriculum at the elementary level and expansion of mental health services across all levels.

Investigate the development of an in-district transitional program for students transitioning from restrictive placements or hospitalizations.

Description:

The district has seen an increase in the number of students receiving partial or in-patient hospitalizations for mental health concerns. It is challenging for students to transition from a highly restrictive placement to a public school setting. Evidence of implementation will be recommendations created by a committee.

Start Date: 8/20/2019 **End Date:** 6/20/2022

Program Area(s): Student Services

Supported Strategies:

- Implement a social-emotional curriculum at the elementary level and expansion of mental health services across all levels.

Pilot the use of a mental health screening tool to determine at-risk students.

Description:

Similar to universal screeners for academics, a universal mental health screener could help potentially identify students at risk of emotional distress. The assessment will be piloted in an elementary school and recommendations will be made as to whether to expand the use. Evidence of implementation will be pilot screener results and committee recommendations.

Start Date: 8/20/2019 **End Date:** 6/20/2022

Program Area(s): Student Services

Supported Strategies:

- Implement a social-emotional curriculum at the elementary level and expansion of mental health services across all levels.

Add an "integration counselor" who will facilitate the transitions of students from hospitalization settings back to school settings.

Description: The district has seen an increase in the number of students receiving partial or in-patient hospitalization for mental health concerns. Communication with these facilities is often a challenge and students require support when they return to school. Evidence of implementation will be the creation of this position. The addition of an integration coordinator will help build community partnerships and ease the transition for students in crisis. **Start Date:** 8/20/2019 **End Date:** 6/20/2022

Program Area(s): Student Services

Supported Strategies:

- Implement a social-emotional curriculum at the elementary level and expansion of mental health services across all levels.

Purchase and implement the Second Step curriculum for use as part of the elementary social/emotional learning curricula.

Description:

Second Step is an evidence-based program in character education. Students require explicit instruction in behavioral expectations. Evidence of implementation will be the purchase of materials and implementation in classrooms.

Start Date: 8/20/2019 **End Date:** 6/20/2022

Program Area(s): Student Services

Supported Strategies:

- Implement a social-emotional curriculum at the elementary level and expansion of mental health services across all levels.

Implement School Climate Coordinators in elementary schools to assist with social/emotional learning curricula, SWPBIS, and student discipline.

Description:

An emphasis will be placed on social-emotional learning and SWPBIS at the elementary level. To implement these endeavors with fidelity, additional staff is needed. Evidence of implementation will be the addition of these positions.

Start Date: 8/20/2019 **End Date:** 6/20/2022

Program Area(s): Student Services

Supported Strategies:

- Expand the use of School Wide Positive Behavioral Interventions and Supports (SWPBIS) at the elementary level.
- Implement a social-emotional curriculum at the elementary level and expansion of mental health services across all levels.

Utilize a PBIS district coach to lead professional development of staff and capacity building of schools in the statewide network.

Description:

Evidence will include professional development logs and trainings conducted by the district coach.

Start Date: 8/20/2019 **End Date:** 6/20/2022

Program Area(s): Student Services

Supported Strategies:

- Expand the use of School Wide Positive Behavioral Interventions and Supports (SWPBIS) at the elementary level.

Utilize behavior specialists to provide staff training and consultation for students experiencing behavioral challenges.

Description:

Evidence will include participation of behavior specialists at school and district meetings, and logs of professional development activities completed.

Start Date: 8/20/2019 **End Date:** 6/20/2022

Program Area(s): Special Education, Student Services

Supported Strategies:

- Expand the use of School Wide Positive Behavioral Interventions and Supports (SWPBIS) at the elementary level.

Goal #6: Provide students with career exploration and training opportunities that prepare them to be college, career, and work-ready.

Related Challenges:

- Establish a district system that fully ensures barriers to student learning are addressed in order to increase student achievement and graduation rates.

Indicators of Effectiveness:

Type: Annual

Data Source: Career Readiness Indicator in Grades 5, 8, and 11

Specific Targets: 100% of students will meet the career readiness indicators in grades 5, 8, and 11.

Type: Annual

Data Source: Enrollment in career and technical education programs

Specific Targets: The district will maintain or increase the percentage of students in grades 9-12 participating in career and technical education programs.

Strategies:

Elementary school students will participate in guidance lessons around career readiness.

Description:

Through guidance lessons and use of the Xello online career platform, students will receive lessons in Career Awareness and Preparation, Career Acquisition, Career Retention and Advancement, and Entrepreneurship strands of the career/work standards. This strategy will be effective in that it is aligned to PA Career and Work Standards.

SAS Alignment: Standards, Instruction

Middle school students will complete a career portfolio.

Description:

Middle school students will complete a career portfolio that includes artifacts on career awareness and preparation, career acquisition, career retention and advancement, and entrepreneurship. This strategy will be effective because it is aligned with the PA career/work standards.

SAS Alignment: Standards, Instruction

High school students will compile a career portfolio and individualized career plan consisting of eight additional pieces of evidence demonstrating career readiness.

Description:

High school students will complete a career portfolio that includes artifacts on career awareness and preparation, career acquisition, career retention and advancement, and entrepreneurship, as well as an individualized career plan. This strategy will be effective because it is aligned with the PA career/work standards.

SAS Alignment: Standards, Instruction

The district will improve communication regarding available career and technical education programs.

Description:

Career and technical education programs have been proven to prepare students for post-secondary employment. By increasing communication around career and technical education, additional students may enroll in such programs that will better prepare them for careers.

SAS Alignment: Instruction

Implementation Steps:

By grade five, each student will accumulate six pieces of evidence towards meeting the career/work standards.

Description:

Evidence of implementation will be the collection of six artifacts through the Xello online career education platform.

Start Date: 8/20/2019 **End Date:** 6/20/2022

Program Area(s): Student Services

Supported Strategies:

- Elementary school students will participate in guidance lessons around career readiness.

In grades six through eight, each student will accumulate six pieces of evidence towards meeting the career/work standards.

Description:

Evidence of implementation will be the collection of six artifacts through the Xello online career education platform.

Start Date: 8/20/2019 **End Date:** 6/20/2022

Program Area(s): Student Services

Supported Strategies:

- Middle school students will complete a career portfolio.

By grade 11, students will collect eight additional pieces of evidence towards meeting the career/work standards, as well as develop an individualized career plan.

Description:

Evidence of implementation will be the collection of eight artifacts through the Naviance platform as well as the development of a personalized career plan through Naviance.

Start Date: 8/20/2019 **End Date:** 6/20/2022

Program Area(s): Student Services

Supported Strategies:

- High school students will compile a career portfolio and individualized career plan consisting of eight additional pieces of evidence demonstrating career readiness.

The district will collaborate with North Montco Technical Career Center to develop multiple information-sharing opportunities regarding available career/technical education programs.

Description:

Evidence of implementation will be the completion of informational events and development of materials.

Start Date: 8/20/2019 **End Date:** 6/20/2022

Program Area(s): Student Services

Supported Strategies:

- The district will improve communication regarding available career and technical education programs.

Appendix: Professional Development Implementation Step Details

LEA Goals Addressed:	<p>Improve student achievement, both growth and mastery, by implementing evidence-based instructional practices that address student needs identified for core instruction, enrichment, and intervention.</p>	<p>Strategy #1: Increase student achievement in the primary grades through the implementation of full day Kindergarten for all students.</p> <p>Strategy #2: Implement instructional strategies aligned with student mastery of the PA Core Standards and designed to promote higher order thinking.</p>
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Start	End	Title	Description	Person Responsible	SH	S	EP	Provider	Type	App.
8/20/2019	6/20/2020	Revise the Kindergarten curricula to allow for a full day schedule that addresses the rigorous PA Core Standards, as well as time to meet the social and emotional needs of learners.	<p>The following benchmarks will result in achieving the implementation step:</p> <ul style="list-style-type: none"> • Review current curricula and identify gaps, overlaps, and inconsistencies. Make recommendations for change. • Adjust pacing guidelines for all four subjects to accommodate additional instructional time. • Implement a curriculum for social-emotional learning. • Revise the special areas curriculum to allow for additional class time and mastery of standards. 							

Assistant Superintendent, Director of Elementary Education	7.0	3	40	HMH/Journeys	For Profit Company	Yes
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Knowledge Staff will receive training in the Kindergarten ELA and Math curriculum resources.

Supportive Research Standards-aligned curricula and fidelity of implementation to programming are essential in delivering high quality instruction.

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

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

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

Series of Workshops

Training Format

Participant Roles	Classroom teachers	Grade Levels	Elementary - Primary (preK - grade 1)
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Follow-up Activities	Team development and	Evaluation Methods	Classroom observation focusing on
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sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers
 Creating lessons to meet varied student learning styles

factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.
 Standardized student assessment data other than the PSSA

LEA Goals Addressed: Develop a continuum of services to support the social, emotional, and behavioral needs of students. Strategy #1: Provide training to staff on trauma-informed instruction.

Start	End	Title	Description	Person Responsible	SH	S	EP	Provider	Type	App.
8/20/2019	6/20/2022	Provide professional development on student mental health issues to professional staff using consultants from community mental health partners.	Staff understanding of student mental health issues is an important component of proactively recognizing and addressing the needs of our children. The district will leverage the expertise of community mental health partners to provide professional development on student mental health issues for the staff. Evidence of implementation will be participation in scheduled professional development opportunities.	Assistant Superintendent	2.0	2	1000	Lakeside Educational Network	For Profit Company	Yes

Knowledge Participants will understand the effects of trauma on the brain and will learn effective instructional strategies based upon brain research.

Supportive Research Research on the brain indicates that the brain can be fundamentally altered based upon events that occurred in one's life. Meeting the social and emotional needs of a student is critical to learning.

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.

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.

Training Format	Series of Workshops		
Participant Roles	Classroom teachers Principals / Asst. Principals School counselors Paraprofessional Other educational specialists Related Service Personnel	Grade Levels	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
Follow-up Activities	Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers	Evaluation Methods	Participant survey

District Level Affirmations

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

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

No signature has been provided

Board President

No signature has been provided

Superintendent/Chief Executive Officer

Special Education Affirmations

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

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

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).

Affirmed by Tina Stoll on 4/23/2018

Board President

Affirmed by Curtis Dietrich on 4/26/2018

Superintendent/Chief Executive Officer