

Northampton Area SD

District Level Plan

07/01/2016 - 06/30/2019



pennsylvania
DEPARTMENT OF EDUCATION

District Profile

Demographics

2014 Laubach Avenue
Northampton, PA 18067
(610)262-7811
Superintendent: Joseph Kovalchik
Director of Special Education: Deborah Ohmacht

Planning Process

The Northampton Area School District followed the PDE Comprehensive Planning District Level Planning Components to complete the District Level Comprehensive Plan. Initially, an Administrative Overview Meeting was held on June 17, 2015, at the Administrative Retreat. At this meeting, the Comprehensive Planning process was reviewed and building administrators began the process of developing their building level planning teams.

At the start of the 2015-2016 school year, the Comprehensive Planning District Level Committee was formed, including members from every building level planning team. The Comprehensive Planning District Level Committee worked to update all components of the plan. This committee also completed the Analysis of System, answering the District Level Guiding Questions in order to prioritize the District's systemic challenges.

Three District Level Goals and a focus area were identified, and representatives from the District Level Committee volunteered to work on one of the District goals to develop our District Action Plans. Additionally, new members from the building planning teams were recruited to represent all stakeholders in the District.

The District Level Action Plans were developed by four individual subcommittees:

1. Effective Instructional Practices Subcommittee (goal)
2. Professional Development Subcommittee (goal)
3. Family/Community Support Subcommittee (goal)
4. Student Services Report Subcommittee (focus area)

The Northampton Area School District Comprehensive Plan is the result of the District Level Committee and each of the four subcommittees.

Mission Statement

The Northampton Area School District Mission Statement:

Northampton Area School District is dedicated to educating and developing responsible citizens who learn from the past, listen to the present, and lead our future.

Learn, Listen, and Lead

Vision Statement

The Northampton Area School District Vision Statement:

The Northampton Area School District will empower students to achieve individual, unique, and authentic success through a culture of excellence.

Shared Values

Belief Statements:

1. We believe in the Northampton Area School District.
2. We believe that learning about our past will provide our students with a "Konkrete" foundation that will prepare our students to embrace the future and adapt successfully in a global, changing society.
3. We believe in the worth of every individual and that everyone in our community deserves to be treated with dignity and respect.
4. We believe that a safe and positive environment is essential to learning.
5. We believe in fostering positive relationships among students, staff, parents, and community.
6. We believe high expectations promote high achievement.
7. We believe that a healthy lifestyle and awareness of the arts should be nurtured through physical, emotional, social, and intellectual development.
8. We believe instructional strategies should recognize diverse learning styles, the needs of all students, and should challenge all students to develop to their fullest potential.
9. We believe educational excellence requires continuous improvement and is the shared responsibility of students, staff, parents, and community.

Educational Community

NORTHAMPTON AREA SCHOOL DISTRICT

District Information

The Northampton Area School District is located in Northampton County, in the heart of the Lehigh Valley. The District covers nearly 100 square miles and is comprised of the boroughs of Bath, Chapmans, and Northampton and the townships of Allen, East Allen, Lehigh, and Moore. The District varies from suburban to rural in character with a population of over 38,000 people. Primarily a residential community, many of the residents travel to other communities in neighboring areas for employment.

Our District's students attend one of our four elementary schools (Grades K-5), one middle school (Grades 6-8), and one high school (Grades 9-12). As of December 1, 2015, 5,528 students were enrolled in the District's six schools. In the 2015-2016 school year, approximately 36% of the students qualify as economically disadvantaged, 15.8% as students with disabilities, and 3.2% as gifted. The District's students are primarily Caucasian at 86%, but the percentage of minority students has increased steadily since 2001. The largest two minority populations in the District are Hispanic at 8% and Black at 3%. Other minority populations comprise 3% of the student population.

In the 2015-16 school year, Northampton's staff consisted of approximately 418 professional and administrative personnel and 227 support, maintenance, and custodial personnel. Over the past few years, the District's more experienced staff have been retiring and new teachers are replacing the veteran staff members. Today about 75.4% of our District's teachers have attained a master's degree or higher.

The Northampton Area School District provides many academic opportunities and supports for students. Our elementary schools provide preschool opportunities for economically qualifying students as well as full day Kindergarten to all students, and the middle school provides students with core academics as well as related arts, Level I World Languages, Robotics, 3-D Printing and Lazer Engraving. The high school challenges students with 16 advanced placement courses and 27 honors level courses. In addition, the District provides a Multi-Tiered System of Supports in grades K-8, programs for students with disabilities as well as gifted students on all levels, and vocational-technical educational programs are provided for students through the Bethlehem Area Vocation-Technical School. Additionally, the District has instituted a School Wide Positive Behavior Support (SWPBS) initiative District-wide. During the 2015-2016 school year, all District schools are implementing SWPBS at the Tier 1, Tier 2, or Tier 3 level. The District's schools maintain excellent attendance rates with all schools averaging over 95% attendance, and our high school's graduation rate has been maintained at over 90% since 2004. In the 2014-2015 school year, approximately 74.01% of the students in the graduating class attended 2 or 4 year colleges and universities, and 2.92% of the graduating students attended other post-secondary institutions.

Our school District community is very proud of its traditions, one being the cement industry. The community was once an important cement making area. In fact, the Atlas Cement Company, formerly located in the Borough of Northampton, was once the world's largest cement company and supplied cement for the construction of the Panama Canal. Because of our cement related heritage, the Borough of Northampton has created a unique museum, the Atlas Museum, which has gathered cement industry artifacts from around our communities. Infact, the Chinese government sent representatives to visit the Atlas Museum because it is the only cement industry museum in the United States. The area is so proud of its cement making industry, that in the 1930's the District adopted its nickname "Konkrete Kids." Today, only the Keystone Cement Company survives within the District's boundaries.

Northampton Area High School

Northampton Area High School (NAHS), located in the Borough of Northampton, was constructed in 1960 and has undergone major renovations in 1963, 1986 and 2008. The 2008 renovation project brought NAHS into the 21st century with technological upgrades to the library and individual classrooms. Now computer labs coupled with laptop carts, LCD projectors, and wireless networks have facilitated a transformation in the educational culture of the high school from task orientation to process thinking. School wide initiatives such as Reading Apprenticeship (RA), Co-Teaching, Differentiated Instruction (DI), Classrooms for the Future (CFF), Keystones to Opportunities (KtO), and Inquiry Based Learning reflect and reinforce our commitment to pedagogical change. Students are now being prepared to engage their future with the 21st century strategies of critical and analytical thinking, communication, collaboration, and independent learning skills in a standards-aligned educational setting.

As the high school implements inquiry and project based learning in the classrooms, struggling students require new interventions to proactively improve achievement. NAHS has implemented a multi-tiered strategy that matches the needs of the individual student with research-based instruction and intervention. Through both formative and summative assessments, educators analyze data to identify students requiring targeted group instruction and progress monitoring in the classroom. If students still experience difficulties and do not demonstrate adequate response to these universal interventions, a more intensive instructional approach is initiated in the form of individual and small group tutoring.

Northampton Area Middle School

Northampton Area Middle School is located in the Borough of Northampton and is adjacent to the Northampton Area High School. The middle school was originally constructed as a junior high in 1970 and housed grades 7-9 at that time. In the 1993-94 school year, the building was reconfigured for grades 7 and 8 to reflect the teaming concept. As part of the Secondary Campus Project, Northampton Area Middle School was completely restructured with a brand new middle school for the 2015-2016 school year and became a 6-8 building. This brand new facility provides new opportunities for our entire school community with state-of-the-art technology, robotics, 3-D printing, lazer printing, and enhanced related arts and athletic facilities.

In the 2008-09 school year, the Northampton Area Middle School successfully implemented the Olweus Bullying Prevention Program. With student and staff input, this program became known as the "Konkrete Konnection." The Konkrete Konnection Program was enhanced in the 2010-2011 school year by the implementation of a School Wide Positive Behavior Support Program and again was updated in the 2015-2016 school year with the addition of the "No Place for Hate" program. Combined, these programs have made a positive impact on student behavior, student achievement, and the culture at Northampton Area Middle School. These programs are strongly supported by PaTTAN, a District SWPBS coach, and a building core team.

Middle school students participate in state and local standardized testing, and a strong emphasis has been placed on data analysis and instructional practices in order to improve student achievement. Presently, the school houses grades 6, 7, and 8 with approximately 1,323 students enrolled during the 2015-2016 school year.

The administrative team at the middle school is comprised of one principal and two assistant principals. Three guidance counselors provide support services for the students. The middle school staff is currently comprised of 83 professional employees and 42 non-professional employees who serve as the support staff. Teachers are assigned to one of six content based teams to provide instruction to our students in all the subject areas required by the Pennsylvania Chapter 4 Regulations.

In addition to a challenging academic program, the middle school offers many extracurricular activities for the students, and a wide variety of related arts classes that focus on 21st century learning, placing a strong emphasis on science, technology, engineering, arts, and mathematics (STEAM). Related arts classes include Family and Consumer Science (FACS), Art, PE, Health, Computer Technology, Digital Keyboarding, Music, Swimming, World Language, robotics, laser engraving, CAD, and 3D printing. Extra-curricular opportunities include student council, intramurals, athletics, band, chorus, orchestra, newspaper, and yearbook. Northampton Area Middle School focuses on meeting the needs of all students by providing instruction and support to build the foundation for success.

Northampton Borough Elementary Schools

The Northampton Borough Elementary Schools are two separate buildings located in the Borough of Northampton - the Franklin Elementary School and the Siegfried Elementary School. Franklin Elementary houses kindergarten, and Siegfried Elementary holds grades 1-5 and a primary IU 20 class.

The 2015-2016 enrollment of the two Borough schools is approximately 910 students. The Borough has a total staff of 110, including teachers, instructional assistants, guidance counselors, custodians, a school psychologist, secretaries, a principal, and an assistant principal. Since the 2010-11 school year, the Borough continues to implement the School Wide Positive Behavior Support program with the assistance of the Colonial Intermediate Unit 20. SWPBS focuses on the explicit teaching and

continued reinforcement of expected behaviors. This proactive approach of creating and sustaining a positive learning environment enables all students to achieve high levels of success.

The children in the Borough schools participate in a variety of programs including music productions, ski club, student council, intramurals, safety patrol, and a TV production studio. The Borough also has a strong and involved PTA which sponsors a multitude of activities including a book fair, assemblies, and family fun events.

George Wolf Elementary School

The George Wolf Elementary School is located in the Borough of Bath. The school was named for George Wolf, a former resident of the area who served as Governor of Pennsylvania from 1829 to 1835 and who was dedicated to the establishment of a free public school system in Pennsylvania. The present George Wolf Elementary School opened its door in 1968, and additions were added to the building in 1974. An extensive renovation and addition project was completed in the fall of 2009. The addition includes a new gym, two music rooms, a new art room, a renovated library, a new counselor suite and health office, as well as new administrative offices, 10 new classrooms, a new entrance, and fully renovated classrooms.

The school currently houses approximately 525 students with an educational staff of 70 full and part-time employees. Of that number, there are 1 principal, 25 regular education teachers, 5 special education teachers, 5 special area teachers, and 11.5 instructional assistants to implement the academic programs.

Students at the George Wolf Elementary School can elect to participate in band, orchestra, chorus, drama, student council, and ski club. The Parent Teacher Association is very active and provides continuous support to the school and the students. Since the 2011-2012 school year, George Wolf Elementary School has been implementing the School Wide Positive Behavior Support system for all students. The opportunities offered at George Wolf Elementary School enhance the instructional program provided to the students.

Lehigh Elementary School

The Lehigh Elementary School was opened in 1956 and replaced many one or two room schoolhouses in the mostly rural Lehigh Township. Since it first opened, Lehigh Elementary has undergone three addition/renovation projects, first in 1963, then in 1987, and again in 2000. During the 2015-2016 school year, the building housed approximately 525 students and a total staff of 83. Lehigh Elementary has one principal to lead its staff and students. Students in K-5 are educated by 30 regular education teachers, a .5 gifted support teacher, two reading specialists, four special education teachers, and 13 instructional assistants.

In the 2009-2010 school year the Lehigh Elementary School successfully implemented the Olweus Bullying Prevention Program, named the Konkrete Konnection, to align with the middle school bullying prevention program. This program has not only helped in reducing bullying throughout the

school but has also helped students and staff create a culture of respect within Lehigh Elementary School. The school also has the School Wide Positive Support program and the No Place for Hate program. These core initiatives collectively focus on respect, acceptance, and kindness to all. There is no doubt that these programs have removed barriers to learning and have fostered student overall well being.

Of special interest at the Lehigh Elementary School is the enclosed courtyard at the school that serves as an outside educational facility. It has a pond supporting fish, a butterfly garden, and planting areas. The courtyard was completed by community volunteers and has received the Schoolyard Habitat Certificate from the National Wildlife Federation. Students, staff, and volunteers at Lehigh Elementary work to maintain the courtyard, keeping it attractive and useful as an educational facility. The school also has many of the same extracurricular programs as our other elementary schools and an active PTA that supports a multitude of programs for the students.

Moore Elementary School

Moore Elementary School was opened in 1957 and, at that time, replaced 15 one-room schoolhouses located in the Moore Township area. Moore Township is a mostly rural community, nestled at the base of the Blue Mountains. Since it first opened, the school has undergone three addition/renovation programs, the first in 1968, then 1975, and again in 2002. The building now has 97,660 sq. ft., and, during the 2015-2016 school year, enrolled approximately 505 students in grades K-5. A total staff of approximately 85 maintains Moore Elementary School, with 41 regular education and special area teachers, 7 special education teachers, and 12 instructional assistants who provide the instructional program to the students. Moore Elementary School's colors are Red and Black, and the mascot is the Mountain Lion, "Whiskers."

Moore Elementary School has one principal to lead the school. The school houses 25 classrooms of students in Grades K-5, and 6 special education classrooms, of which 2 service emotional support students through the Colonial Intermediate Unit 20.

Moore Elementary School supports bullying prevention through the use of two programs, Bucket Filling and Olweus. In 2011, Moore implemented School Wide Positive Behavior Support, a program based on the teaching of expected behaviors in school and supporting those behaviors through positive feedback. Moore students have always been well known to treat one another with respect, and many outside organizations and community members continually comment on the politeness of the students who attend Moore.

Moore Elementary School provides extracurricular opportunities for the students, such as band, orchestra, chorus, and ski club. The Moore PTA is active in our school, providing parent volunteers and sponsorships for activities in which our students and parents can choose to participate. Moore students and staff also participate in many programs on an annual basis, including the Veterans Day Program, Toys for Tots, and the Lauren's Hope Walk-A-Thon, as well as activities to support the "No Place for Hate" initiative.

Planning Committee

Name	Role
Krista Ames	High School Teacher - Regular Education : Special Education
Nancy Anderson	High School Teacher - Regular Education : Professional Education
John Bendekovits	Instructional Coach/Mentor Librarian : Professional Education
Barbara Bleacher	Middle School Teacher - Special Education : Special Education
John Blick	High School Teacher - Regular Education : Professional Education
Jennifer Borzillo	Ed Specialist - School Counselor : Professional Education
Katherine Carney	Ed Specialist - School Counselor : Professional Education
Jasmin Cavallo	Student : Professional Education
Jennifer Cole	Parent : Professional Education
Deborah Collins	Ed Specialist - School Nurse : Professional Education
Maya Costanzo	Student : Professional Education
Nicole Cramer	Elementary School Teacher - Regular Education : Professional Education
Sarah Cron	Elementary School Teacher - Special Education : Special Education
Glenda Cuchran	Elementary School Teacher - Regular Education : Professional Education
Carol Cunningham	Administrator : Professional Education
Curt Dimmick	Administrator : Professional Education
Cyndi Dolan	High School Teacher - Special Education : Professional Education
Nicole Duncan	Elementary School Teacher - Regular Education : Professional Education
Tiffany Eberhart	Special Education Director/Specialist : Special Education
Marty Fella	Business Representative : Professional Education
Rebecca Fox	Elementary School Teacher - Regular Education : Professional Education
Chuck Frantz	Business Representative : Professional Education
Patti Gaetaniello	Instructional Technology Director/Specialist :

	Professional Education
Jeanette Gilliland	Administrator : Professional Education Special Education
Robyn Ginther	Middle School Teacher - Regular Education : Professional Education
Elizabeth Grammes	Administrator : Professional Education Special Education
Stacy Hageman	Elementary School Teacher - Regular Education : Professional Education
Felicity Hahn-Panovec	Ed Specialist - School Psychologist : Professional Education
Lydia Hanner	Student Curriculum Director/Specialist : Professional Education Special Education
Elizabeth Horvath	Student : Professional Education
Deborah Hunter	High School Teacher - Regular Education : Professional Education
Melinda Jacobson	Elementary School Teacher - Regular Education : Professional Education
Ronia Jarrah	Elementary School Teacher - Regular Education : Professional Education
Steven Kachmar	Ed Specialist - School Psychologist : Professional Education Special Education
Christina Keller	Community Representative : Professional Education
Joseph Kovalchik	Administrator : Professional Education
Pamela Kremus	Elementary School Teacher - Regular Education : Professional Education
Lori Kuhns	Administrator : Professional Education
Shelly Ladd	Parent : Professional Education
David Lafferty	Administrator : Professional Education
Amanda Lehman	Parent : Special Education
Kimberly Levin	Administrator : Professional Education
Sally Madden	Instructional Coach/Mentor Librarian : Professional Education
Megan McHugh	Ed Specialist - School Nurse : Professional Education
Susan Neal	Elementary School Teacher - Special Education : Special Education
Deborah Ohmacht	Special Education Director/Specialist : Special Education

Kathleen Ott	Administrator : Professional Education
Kurt Paccio	Instructional Technology Director/Specialist : Professional Education
Nicholas Politi	Community Representative : Professional Education
Suzanne Rockovits	Elementary School Teacher - Regular Education : Professional Education
Danielle Schaffer	Elementary School Teacher - Regular Education : Professional Education
Doug Schmidt	Middle School Teacher - Regular Education : Professional Education
Michelle Schoeneberger	Student Curriculum Director/Specialist : Professional Education
Stephen Seier	Administrator : Professional Education
Stephen Serensits	Administrator : Professional Education
Robert Steckel	Administrator : Professional Education
Nicolette Teles	Student Curriculum Director/Specialist : Professional Education
Gene Thrash	High School Teacher - Regular Education : Professional Education
Christina Thrash	Ed Specialist - School Counselor : Professional Education
Beth Trexler	Ed Specialist - School Nurse : Professional Education
Gretchen Troxell	High School Teacher - Special Education : Special Education
Rhonda Tucker	Parent : Special Education
Patrice Turner	Administrator : Professional Education
Cheri Voth	Elementary School Teacher - Regular Education : Professional Education
Katie Wasilko	Student : Professional Education
Kelly Waters	Ed Specialist - School Counselor : Professional Education
Ashley Wayda	Instructional Technology Director/Specialist : Special Education
Holly Weitknecht	Parent : Professional Education
Kristin Weller	Middle School Teacher - Regular Education : Professional Education
Sarah Whitworth	Ed Specialist - School Counselor : Professional Education

Beth Wills	Middle School Teacher - Regular Education : Professional Education
Kelly Wood	Elementary School Teacher - Regular Education : Special Education
Monica Young	Elementary School Teacher - Regular Education : Professional Education
Robin Zamadics	Elementary School Teacher - Special Education : Special Education

Core Foundations

Standards

Mapping and Alignment

Elementary Education-Primary Level

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

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

All curricula in the Northampton Area School District have been aligned to PA Academic Standards and Anchors and/or PA Common Core Standards. All curricula in the district follow a continuous revision process; therefore, curricula is continuously being revised and updated to meet PA Academic and Core Standards and to address needs for students.

Elementary Education-Intermediate Level

Standards	Mapping	Alignment
Arts and Humanities	Accomplished	Accomplished
Career Education and Work	Accomplished	Accomplished

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

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

All curricula in the Northampton Area School District have been aligned to PA Academic Standards and Anchors and/or PA Common Core Standards. All curricula in the district follow a continuous revision process; therefore, curricula is continuously being revised and updated to meet PA Academic and Core Standards and to address needs for students.

Middle Level

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

English Language Proficiency	Accomplished	Accomplished
Interpersonal Skills	Accomplished	Accomplished
School Climate	Accomplished	Accomplished
World Language	Accomplished	Accomplished

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

All curricula in the Northampton Area School District have been aligned to PA Academic Standards and Anchors and/or PA Common Core Standards. All curricula in the district follow a continuous revision process; therefore, curricula is continuously being revised and updated to meet PA Academic and Core Standards and to address needs for students.

High School Level

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

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

All curricula in the Northampton Area School District have been aligned to PA Academic Standards and Anchors and/or PA Common Core Standards. All curricula in the district follow a continuous revision process; therefore, curricula is continuously being revised and updated to meet PA Academic and Core Standards and to address needs for students.

Adaptations

Elementary Education-Primary Level

- Arts and Humanities
- Career Education and Work
- Civics and Government
- PA Core Standards: English Language Arts
- PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects
- PA Core Standards: Mathematics
- Economics
- Environment and Ecology
- Geography
- Health, Safety and Physical Education
- History
- Science and Technology and Engineering Education

Elementary Education-Intermediate Level

- Arts and Humanities
- Career Education and Work
- Civics and Government
- PA Core Standards: English Language Arts
- PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects
- PA Core Standards: Mathematics
- Economics
- Environment and Ecology
- Geography
- Health, Safety and Physical Education
- History
- Science and Technology and Engineering Education

Middle Level

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

High School Level

- Arts and Humanities
- Career Education and Work
- Civics and Government

- PA Core Standards: English Language Arts
- PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects
- PA Core Standards: Mathematics
- Economics
- Environment and Ecology
- Family and Consumer Sciences
- Geography
- Health, Safety and Physical Education
- History
- Science and Technology and Engineering Education

Explanation for any standards checked:

The Northampton Area School District implements Pennsylvania Academic Standards, PA Core Standards, and Anchors in all content areas K-12. Where PA Core Standards are available, the District implements PA Core Standards. The District has written curricula that follow PA Academic Standards and Anchors or PA Core Standards for all content areas K-12, and these curricula are updated on a regular basis following the District's 5-year curriculum cycle. However, whenever necessary to meet the needs of students, the District curricula are revised prior to the 5-year curriculum cycle in order to keep up with any changes in state standards and anchors, to implement the latest programs in all content areas, and to meet student needs.

In the Arts and Humanities K-12, National Standards are also implemented in order to enhance the curricula in fine arts and music. Also, in Family and Consumer Sciences and Business Education (Career Education and Work) 9-12, National Standards are also implemented in order to expand upon offerings at the high school level. Additionally, sixteen Advanced Placement (AP) courses are offered at the high school level. These courses follow College Board standards and are College Board approved. The AP courses offered at the high school level include:

1. AP English 12
2. AP Calculus 1
3. AP Statistics
4. AP Biology
5. AP Chemistry
6. AP Physics I
7. AP Physics II
8. AP Environmental Science
9. AP U.S. History
10. AP U.S. Government
11. AP Microeconomics
12. AP Macroeconomics

13. AP European History
14. AP French
15. AP German
16. AP Spanish

Curriculum

Planned Instruction

Elementary Education-Primary Level

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

Processes used to ensure Accomplishment:

The Northampton Area School District has established a 5 year District-wide cycle of curriculum improvement to address curricula revisions. The curriculum revision process follows a two year Curriculum Revision Process as follows:

1. Review and evaluate current curriculum
2. Identify strengths and weaknesses of current curriculum using data analysis and curriculum assessment questionnaire
3. Research Best Practices and Exemplary and Promising Programs
4. Identify areas of curriculum that need revisions
5. Identify core concepts and create or revise scope and sequences relevant to curriculum
6. Align to PA academic standards and anchors, common core standards and anchors
7. Establish vertical and horizontal alignment
8. Revise curriculum and submit to curriculum office

9. Curriculum and Instruction Division reviews curriculum and returns if areas need revision
10. Curriculum is submitted for Board of Education approval
11. When approved, curriculum is distributed, staff development is implemented, resources are acquired and implemented

The Curriculum Office oversees all curricula revisions and revises timelines for revisions as required due to changes in standards and/or content and to meet student needs.

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

No areas of the curriculum characteristics have been marked as needs improvement or non existent.

Elementary Education-Intermediate Level

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

Processes used to ensure Accomplishment:

The Northampton Area School District has established a 5 year District-wide cycle of curriculum improvement to address curricula revisions. The curriculum revision process follows a two year Curriculum Revision Process as follows:

1. Review and evaluate current curriculum
2. Identify strengths and weaknesses of current curriculum using data analysis and curriculum assessment questionnaire
3. Research Best Practices and Exemplary and Promising Programs
4. Identify areas of curriculum that need revisions
5. Identify core concepts and create or revise scope and sequences relevant to curriculum
6. Align to PA academic standards and anchors, common core standards and anchors

7. Establish vertical and horizontal alignment
8. Revise curriculum and submit to curriculum office
9. Curriculum and Instruction Division reviews curriculum and returns if areas need revision
10. Curriculum is submitted for Board of Education approval
11. When approved, curriculum is distributed, staff development is implemented, resources are acquired and implemented

The Curriculum Office oversees all curricula revisions and revises timelines for revisions as required due to changes in standards and/or content and to meet student needs.

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

No areas of the curriculum characteristics have been marked as needs improvement or non existent.

Middle Level

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

Processes used to ensure Accomplishment:

The Northampton Area School District has established a 5 year District-wide cycle of curriculum improvement to address curricula revisions. The curriculum revision process follows a two year Curriculum Revision Process as follows:

1. Review and evaluate current curriculum
2. Identify strengths and weaknesses of current curriculum using data analysis and curriculum assessment questionnaire
3. Research Best Practices and Exemplary and Promising Programs
4. Identify areas of curriculum that need revisions

5. Identify core concepts and create or revise scope and sequences relevant to curriculum
6. Align to PA academic standards and anchors, common core standards and anchors
7. Establish vertical and horizontal alignment
8. Revise curriculum and submit to curriculum office
9. Curriculum and Instruction Division reviews curriculum and returns if areas need revision
10. Curriculum is submitted for Board of Education approval
11. When approved, curriculum is distributed, staff development is implemented, resources are acquired and implemented

The Curriculum Office oversees all curricula revisions and revises timelines for revisions as required due to changes in standards and/or content and to meet student needs.

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

No areas of the curriculum characteristics have been marked as needs improvement or non existent.

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 Northampton Area School District has established a 5 year District-wide cycle of curriculum improvement to address curricula revisions. The curriculum revision process follows a two year Curriculum Revision Process as follows:

1. Review and evaluate current curriculum
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5. Identify core concepts and create or revise scope and sequences relevant to curriculum
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The Curriculum Office oversees all curricula revisions and revises timelines for revisions as required due to changes in standards and/or content and to meet student needs.

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

No areas of the curriculum characteristics have been marked as needs improvement or non existent.

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.

The Northampton Area School District (NASD) ensures that all students at all mental and physical ability levels have access to and master a rigorous standards aligned curriculum through planned instruction that contains appropriate modifications and accommodations. Through the use of the Standards Aligned System (SAS) and the "Framework for Considering the Full Range of Supplementary Aids and Services (SaS) Consideration Toolkit," both regular education and special education teachers are able to work collaboratively to support student needs by identifying what modifications and accommodations are needed within the general education classroom and curricula. The SaS Toolkit provides a systematic approach for student-focused teams to look at the instructional development and delivery of the lessons to address the diverse learning needs of the students and the needed adaptations and modifications to the physical environment.

Instructional modifications may include, but are not limited to, modified curricular goals, small group instruction, alternate ways for the student to demonstrate learning, test modifications, the use of assistive technology, providing instructional adaptations such as preteaching/reteaching, repeating directions, clarification of directions, prompting, self monitoring, graphic organizers, and extra examples, to name a few. Adaptations and modifications to the physical environment may include the arrangement of classroom furniture, specific seating arrangements, adaptive equipment, individualized desks and chairs, adjustments to sensory input (e.g., light and sound), environmental aids (e.g., FM systems and assistive technology), alternative testing sites, and structural aids (e.g., wheelchair trays, grab bars). Progress monitoring is routinely implemented for regular education and special education students in order to monitor progress and target instruction.

At the elementary level, a Multi-Tiered System of Support in both reading and math is implemented in order to address student needs on all levels including above-level, on-level, and below-level. Core instruction is differentiated for students at all levels and student needs are addressed during reading and math Tier Times in order to remediate and enrich students depending upon their needs.

At the middle level, the District has the Kids Assistance Team for reading, writing, and math in order to remediate and enrich students in these content areas. Core instruction is differentiated for all students with additional remediation and enrichment is provided through the Kids Assistance Team.

At the high school level, remediation courses provide a additional help for students in math, reading, writing, and science. Enrichment opportunities are provided through Honors and Advanced Placement courses.

The NASD also provides direct supports to both regular education and special education teachers through a Secondary Literacy Coach, a Reading and Writing Supervisor, a Math and Science Supervisor, Lead Special Education Teachers, Elementary Instructional Support Teachers in both Reading and Math, and a Lead Technology Support Teacher for K-12. All coaches, supervisors, instructional support teachers, and lead teachers provide supports to teachers in the areas of data analysis, progress monitoring, computer-assisted learning, peer coaching, and guided support with the planning, delivery, and enhancement of instruction.

School Wide Positive Behavior Support (SWPBS) is implemented District-wide in order to enhance learning opportunities for all students. Each of the six District schools implements SWPBS at various levels from Tier 1 through Tier 3. The District works with IU20 and PaTTAN to maintain and expand SWPBS following a District 5 year plan of implementation. Additionally, the district implements the No Place for Hate program K-12 in order to provide a safe and welcoming environment for learning for all students throughout the district.

Instruction

Instructional Strategies

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

Regular Lesson Plan Review

- Administrators
- Building Supervisors
- Department Supervisors
- Instructional Coaches

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

The Northampton Area School District has developed action plans to address standards-aligned, differentiated instruction that reflect challenging learning expectations for all students in all District classrooms K-12. In order to accomplish this plan, the District has incorporated classroom walkthroughs into the review process to collect data and to share that data with District teachers. The administrators review the classroom walkthrough data with the teachers, administrators and teachers make the necessary revisions needed for instruction, teachers request appropriate staff development to meet needs, and staff implement revisions to instruction. Additionally, the District administrators conduct annual formal observations and evaluations of instruction follow Educator Effectiveness and the Danielson Framework and provide feedback to teachers. If improvement is required, appropriate procedures are followed through the District's *Teacher Evaluation and Documentation Guidelines* in order to communicate areas in need of improvement, why the concern exists, actions that should be taken to improve, and what the administrator expects to see on subsequent observations. Peer coaching and evaluating is also used in the Northampton Area School District. Lead teachers, building and District administrators, supervisors, and classroom teachers have been trained in Peer Coaching. Peer coaching is implemented throughout the District as part of the Teacher Improvement Plan process and Educator Effectiveness and is also an alternate evaluation option for teachers. Lesson plans are required to be completed by teachers weekly and are required to be available for review by District administrators during routine classroom walkthroughs, observations, and evaluations.

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

The District applies all strategies listed above in order to ensure standards aligned instruction and consistency from classroom to classroom as well as grade to grade and subject to subject. The District also applies the above strategies to routinely improve instruction across the District.

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.	Full Implementation
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

Across the District, student needs are addressed at all levels. At the elementary level, a Multi-Tiered System of Support (MTSS) is in place in both reading and math. MTSS is implemented in order to address student needs on all levels including above-level, on-level, and below-level. Core instruction is differentiated for students at all levels and student needs are addressed during reading and math Tier Times in order to remediate and enrich students depending upon their needs.

The Northampton Area School District also provides direct instructional supports to both regular education and special education teachers through a Secondary Literacy Coach, a Reading and Writing Supervisor, a Math and Science Supervisor, Lead Special Education Teachers, Elementary Instructional Support Teachers in both Reading and Math, and a Lead Technology Support Teacher. All coaches, supervisors, instructional support teachers, and lead teachers provide supports to teachers in the areas of data analysis, progress monitoring, computer-assisted learning, peer coaching, and guided support with the planning, delivery, and enhancement of instruction.

School Wide Positive Behavior Support (SWPBS) is implemented District-wide in order to enhance learning opportunities for all students. Each of the six District schools implements SWPBS at various levels from Tier 1 through Tier 3. The District works with IU20 and PaTTAN to maintain and expand SWPBS following a District 5 year plan of implementation.

The District also implements No Place for Hate in order to provide a safe and welcoming learning environment for all students K-12.

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.	Full Implementation
A variety of practices that may include structured grouping, flexible scheduling and differentiated instruction are used to meet the needs of	Full Implementation

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

Across the District, student needs are addressed at all levels. At the elementary level, a Multi-Tiered System of Support (MTSS) is in place in both reading and math. MTSS is implemented in order to address student needs on all levels including above-level, on-level, and below-level. Core instruction is differentiated for students at all levels and student needs are addressed during reading and math Tier Times in order to remediate and enrich students depending upon their needs.

The Northampton Area School District also provides direct instructional supports to both regular education and special education teachers through a Secondary Literacy Coach, a Reading and Writing Supervisor, a Math and Science Supervisor, Lead Special Education Teachers, Elementary Instructional Support Teachers in both Reading and Math, and a Lead Technology Support Teacher. All coaches, supervisors, instructional support teachers, and lead teachers provide supports to teachers in the areas of data analysis, progress monitoring, computer-assisted learning, peer coaching, and guided support with the planning, delivery, and enhancement of instruction.

School Wide Positive Behavior Support (SWPBS) is implemented District-wide in order to enhance learning opportunities for all students. Each of the six District schools implements SWPBS at various levels from Tier 1 through Tier 3. The District works with IU20 and PaTTAN to maintain and expand SWPBS following a District 5 year plan of implementation.

The District also implements No Place for Hate in order to provide a safe and welcoming learning environment for all students K-12.

Middle Level

Instructional Practices	Status
Structured grouping practices are used to meet student needs.	Full Implementation
Flexible instructional time or other schedule-related practices are used to meet student needs.	Full Implementation
Differentiated instruction is used to meet student needs.	Full Implementation
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

Across the District, student needs are addressed at the all levels. At the middle level, the District has a Kids Achievement Team for reading, writing, and math in order to remediate and enrich students in these content areas. Core instruction is differentiated for all students with additional remediation and enrichment opportunities provided through the Kids Achievement Team program.

The Northampton Area School District also provides direct instructional supports to both regular education and special education teachers through a Secondary Literacy Coach, a Reading and Writing Supervisor, a Math and Science Supervisor, Lead Special Education Teachers, Elementary Instructional Support Teachers in both Reading and Math, and a Lead

Technology Support Teacher. All coaches, supervisors, instructional support teachers, and lead teachers provide supports to teachers in the areas of data analysis, progress monitoring, computer-assisted learning, peer coaching, and guided support with the planning, delivery, and enhancement of instruction.

School Wide Positive Behavior Support (SWPBS) is implemented District-wide in order to enhance learning opportunities for all students. Each of the six District schools implements SWPBS at various levels from Tier 1 through Tier 3. The District works with IU20 and PaTTAN to maintain and expand SWPBS following a District 5 year plan of implementation. The District also implements No Place for Hate in order to provide a safe and welcoming learning environment for all students K-12.

High School Level

Instructional Practices	Status
Structured grouping practices are used to meet student needs.	Full Implementation
Flexible instructional time or other schedule-related practices are used to meet student needs.	Full Implementation
Differentiated instruction is used to meet student needs.	Full Implementation
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

Across the District, student needs are addressed at the all levels. At the high school level, remediation courses provide additional help for students in math, reading, writing, and science. Enrichment opportunities are provided through Honors and Advanced Placement courses.

The Northampton Area School District also provides direct instructional supports to both regular education and special education teachers through a Secondary Literacy Coach, a Reading and Writing Supervisor, a Math and Science Supervisor, Lead Special Education Teachers, Elementary Instructional Support Teachers in both Reading and Math, and a Lead Technology Support Teacher. All coaches, supervisors, instructional support teachers, and lead teachers provide supports to teachers in the areas of data analysis, progress monitoring, computer-assisted learning, peer coaching, and guided support with the planning, delivery, and enhancement of instruction.

School Wide Positive Behavior Support (SWPBS) is implemented District-wide in order to enhance learning opportunities for all students. Each of the six District schools implements SWPBS at various levels from Tier 1 through Tier 3. The District works with IU20 and PaTTAN to maintain and expand SWPBS following a District 5 year plan of implementation. The District also implements No Place for Hate in order to provide a safe and welcoming learning environment for all students K-12.

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.

Northampton Area School District (NASD) teachers who work with students who are below proficiency or are at risk of not graduating are all 100% highly qualified and are observed and evaluated regularly by District administrators to ensure that the best education opportunities are made available for all students throughout the District. Additionally, the NASD maintains and implements recruitment guidelines to ensure that the most effective and highly qualified teachers are acquired and placed in all District schools K-12. The District advertises for educators both internally and externally whenever personnel needs require it. All District teachers, administrators, and paraeducators are 100% highly qualified. Also, the District implements a professional development plan to address the needs of all educators and to maintain and enhance content and instructional knowledge across the District. The District also provides tuition reimbursement for the continued education of all professionals throughout the District.

For new teachers, the District implements a two-year induction program including mentors for new teachers. In year one of the District induction program, new teachers attend a three-day orientation program, monthly induction training sessions, and are assigned mentors to facilitate assimilation and perfect teacher effectiveness. During year-two of the induction program, inductees learn about the Danielson Framework and work collaboratively to create a portfolio addressing all four Domains of the Danielson model including Planning and Preparation, Classroom Environment, Instructional Delivery, and Professionalism.

The NASD has also developed action plans to address standards-aligned, differentiated instruction that reflect challenging learning expectations for all students in all District classrooms K-12. In order to accomplish this plan, the District has incorporated classroom walkthroughs to collect data and to share that data with District teachers. The administrators review the classroom walkthrough data with the teachers, administrators and teachers make the necessary revisions needed for instruction, staff request appropriate staff development to meet needs, and staff implement revisions to instruction as needed. Additionally, District administrators conduct annual formal observations and evaluations of instruction following the Educator Effectiveness model and provide feedback to teachers. If improvement is required, appropriate procedures are followed through the District's *Teacher Evaluation and Documentation Guidelines* in order to communicate areas in need of improvement, why the concern exists, actions that should be taken to improve, and what the administrator expects to see on subsequent observations. Peer coaching and evaluating are also used in the Northampton Area School District. Lead teachers, building and District administrators, supervisors, and classroom teachers have been trained in Peer Coaching. Peer coaching is implemented throughout the District as part of the Teacher Improvement Plan process and is also an alternate evaluation option for teachers. Lesson plans are required to be completed by teachers weekly and are required to be available for review by District administrators during routine classroom walkthroughs, observations, and evaluations.

Teachers who work with students who are below proficiency or are at risk of not graduating are all 100% highly qualified, have gone through a rigorous District induction program, are certified in their area of instruction, and are observed and evaluated regularly by District administrators to ensure that the best education opportunities are made available for all students throughout the District.

METHODS AND MEASURES
VALIDATION OF IMPLEMENTED ASSESSMENTS
LEGEND

EEP	Elementary Education Primary Level
EEI	Elementary Education Intermediate Level
ML	Middle Level
HS	High School Level

LOCAL ASSESSMENT LEGEND

WA	Works of Art or Musical Theatrical or Dance Performance
TD	Teacher developed assessments
NAT	National available achievements Tests
DA	Diagnostic Assessments
PSW	Evaluations of Portfolios of Student Work
OTHER	Other Measures as Appropriate that may include standardized tests

Assessments

Local Graduation Requirements

Course Completion	SY 16/17	SY 17/18	SY 18/19
Total Courses	24.00	24.00	24.00
English	4.00	4.00	4.00
Mathematics	4.00	4.00	4.00
Social Studies	3.00	3.00	3.00
Science	3.00	3.00	3.00
Physical Education	1.00	1.00	1.00
Health	0.50	0.50	0.50
Music, Art, Family & Consumer Sciences, Career and Technical Education	2.00	2.00	2.00
Electives	5.50	5.50	5.50
Minimum % Grade Required for Credit (Numerical Answer)	65.00	65.00	65.00

Graduation Requirement Specifics

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

- 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.

Local Assessments

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

Technical Subjects						
PA Core Standards: Mathematics		X		X	X	X
Economics		X			X	X
Environment and Ecology		X			X	X
Family and Consumer Sciences		X			X	X
Geography		X			X	X
Health, Safety and Physical Education	X	X		X	X	X
History		X			X	X
Science and Technology and Engineering Education		X		X	X	X
World Language		X		X	X	X

Methods and Measures

Summative Assessments

Summative Assessments	EEP	EEI	ML	HS
Content specific teacher/program developed	X	X	X	X
PSSA		X	X	
Keystone Exams			X	X

Benchmark Assessments

Benchmark Assessments	EEP	EEI	ML	HS
DIBELS Next	X	X		
AIMSweb	X	X	X	X
Study Island	X	X	X	
USA Test Prep				X

Formative Assessments

Formative Assessments	EEP	EEI	ML	HS
DIBELS Next	X	X		
Study Island	X	X	X	
Content specific teacher/program developed	X	X	X	X
USA Test Prep				X

Diagnostic Assessments

Diagnostic Assessments	EEP	EEI	ML	HS
Assessing Reading Multiple Measures	X	X	X	X
Study Island	X	X	X	X

DRA (Diagnostic Reading Assessment)	X	X	X	X
QRI (Qualitative Reading Inventory)	X	X	X	X
AIMSweb	X	X	X	X
Classroom Diagnostic Tests (CDTs)		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	X	X	X	X
Instructional Coach Review			X	X
Teacher Peer Review	X	X	X	X

Provide brief explanation of your process for reviewing assessments.

In the Northampton Area School District, content and grade level assessments are reviewed by a committee of teacher developers as well as by grade level and content area teachers and administrators. Assessments are aligned to PA Standards and Anchors and/or PA Common Core Standards and are standardized per content area and grade level K-12.

Assessment portfolios are being piloted at the middle level in order to provide meaningful, real-time data and a practical source of information for curriculum mapping, curriculum development and revision, and identification of best practices and differentiation. Across the District, teachers use assessments as tools to provide collaboration, consistency, differentiation, and improvements across the curriculum K-12.

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.

The Northampton Area School District does not intend to develop locally administered assessments for validation of student proficiency in Algebra 1, Biology, and Literature. Instead, the District administers the PA Keystone Exams in Algebra 1, Biology, and Literature, as required by PDE.

Collection and Dissemination

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

The Northampton Area School District has an efficient and effective means to collect, analyze, and disseminate assessment data before, during, and after each school year. Each summer, the District holds an Annual District Data Retreat where building level teams of teachers from content areas and special education along with building and District level administrators get together to analyze and interpret data, form action plans, dissemination plans, and implementation plans for each school year. The Annual District Data Retreat occurs each summer after PDE has released the PSSA and Keystone Exam data. These Annual District Data Retreats form the action plans for curriculum, instruction, and staff development revisions to target and meet student needs each school year. The information analyzed and the plans created during the Annual District Data Retreat is shared with all professional staff at each building and at the District Welcome Back Meeting at the beginning of each school year.

In addition to the Annual District Data Retreat, building level data teams collect formative benchmark data and content specific assessment data throughout each school year, which is analyzed by teams of building level teachers and building and District level administrators. At the elementary level, DIBELS, AIMSweb, and Study Island benchmark data as well as content area data are collected and analyzed each fall, winter, and spring in order to appropriately target instruction to address student needs throughout the school year. At the middle level, 4Sight and district content data are collected 3 times a year, and teams of building level teachers and building and District level administrators analyze the data in order to target instruction to meet student needs. At the high school level, GRADE, USA Test Prep, and district content data are administered 3 times each year before the Keystone Exams are taken. This data is analyzed by teams of teachers and building and District level administrators in order to target instruction to meet student needs throughout the school year.

The combination of building level data collection and analysis throughout the school year as well as state summative assessment data analysis that occurs at the Annual District Data Retreat forms an efficient and effective means by which instructional teams and District leaders continually adjust instruction in order to meet the needs of students on an ongoing basis at the beginning of, the end of, and throughout each school year.

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.

The Northampton Area School District uses assessment data throughout the District to assist students who have not demonstrated achievement of the academic standards at a proficient or higher level as well as to enrich students who are achieving at benchmark and above.

At the elementary level, the Multi-Tiered System of Supports provides Tier Time instruction to meet the needs of students. Students who are achieving below level on assessments receive targeted supplemental intervention during Tier Time instruction, while students

who are on level and above level receive enrichment opportunities during Tier Time in math, reading, and writing. Additionally, student needs are addressed during core instruction through content area programs in math, reading, and writing that provide on level, below level, and above level resources to target student needs.

At the middle level, the Kids Achievement Team program in both math, reading, and writing provides both remediation and enrichment opportunities for students. For students who are performing below level, interventions in math, reading, and writing are provided through the Kids Achievement Team program to target student needs and provide remediation. For students who are performing at or above level, the Kids Achievement Team program provides enrichment opportunities for students in reading, math, and writing to supplement the core program.

At the high school level, content remediation classes are provided for students to address student remedial needs. These content classes provide intervention support in math, reading, writing, and science to remediate students in Algebra 1, English Literature, and Biology as needed. In addition, College Prep, Honors, and Advanced Placement (AP) level classes supply on level and advanced level courses for students who are achieving on level and above level.

Assessment Data Uses

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

Provide brief explanation of the process for incorporating selected strategies.

The Northampton Area School District incorporates numerous data driven strategies in order to continually address student needs. At the elementary level, report card information is reported through standards-aligned learning objectives. Instructional practices are differentiated to address student needs in standards and anchor aligned curricula and through assessments that are standards and anchor aligned. Math, reading, and writing PSSA packets and content maintenance packets help to provide instructional practices that maintain standards area skills for students throughout the school year. Instructional practices are continually modified or adapted to increase student mastery

through analyzed assessments that enable teachers to provide targeted instruction in core content and through Tier Time instruction in math, reading, and writing. The Multi-Tiered System of Supports program provides Tier Time for students to receive targeted instruction in their areas of need as analyzed through formative and summative assessment data. Flexible groups are revised throughout the school year depending upon the needs of students, and teachers collaborate during grade level meetings and data analysis meetings to identify instructional strategies to increase student achievement. Reading Specialists and Instructional Support Teachers in Math and Reading also provide ongoing remediation for students throughout the school year, and classroom interventions and center activities are implemented during core instruction to modify and adapt content and instruction to meet student needs in the classroom.

At the middle level, assessments are standards and anchors aligned and reported in order to meet content learning objectives. Math and reading PSSA packets and content area maintenance packets help to provide instructional practices that maintain standards area skills for students throughout the school year. Instructional practices are modified or adapted to increase student mastery through analyzed assessments that enable teachers to provide targeted instruction in core content and through the Kids Achievement Team program which supplies supplemental and enriched instruction in math, reading, and writing. The Kids Achievement Team program provides time for students to receive targeted instruction in their areas of need. Flexible groups are revised throughout the school year depending upon the needs of students. Teachers collaborate during department meetings and data analysis meetings to identify instructional strategies to increase student achievement.

At the high school level, assessments are standards and anchors aligned and reported in order to meet content learning objectives. Math and reading remediation classes help to provide additional time for students to acquire content through targeted instruction. Math, reading, writing, and science Keystone Exam packets and content area maintenance packets help to provide instructional practices that maintain standards area skills for students throughout the school year in content area classrooms. Instructional practices are modified or adapted to increase student mastery through analyzed assessments that enable teachers to provide targeted instruction in core content and through remediation class instruction in math reading, writing, and science. The seminar classes provide time for students to receive targeted instruction in their areas of need in math, reading, writing, and science. Teachers collaborate during department meetings and data analysis meetings to identify instructional strategies to increase student achievement.

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

All strategies listed above are incorporated into the Northampton Area School District program.

Distribution of Summative Assessment Results

Distribution Methods	EEP	EEI	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
Individual teacher websites (Schoology)	X	X	X	X
Program of studies booklet				X

Provide brief explanation of the process for incorporating selected strategies.

The Northampton Area School District uses many different means to communicate and to distribute information about summative assessments to the public. The District provides two Board of Education meetings per month throughout the school year where school data is communicated. During these Board meetings, summative assessment information is frequently communicated to the public. In addition, the District sends home letters to parents regarding summative assessments and parent/teacher conferences also supply an avenue to communicate summative assessment information. Course planning guides show the various summative assessments used in the curriculum including the dates of implementation. These course planning guides are available to the public and posted on the District website. Additionally, the local media publishes information regarding PSSA and Keystone Exam results. Teacher/parent conferences are held two times per year for all students K-12 and additional conferences are scheduled for students who require additional attention.

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

The Northampton Area School District uses multiple means of communication to assure that parents and guardians are well informed regarding their children's progress on classroom content as well as standardized summative assessments. All distribution methods listed above plus the use of teacher websites and a comprehensive online grade portal system that can be accessed by students, parents, and guardians are used to communicate student achievement information throughout the school year. Newsletters are sent home to parents and guardians throughout the school year and social media is used to communicate information on a regular basis, and all schools send numerous letters home to parents and guardians regarding the standardized summative assessments. This information includes testing dates, times, procedures as well as how to help children prepare for standardized assessments. At all levels, the program of studies information is outlined during parent-teacher conferences and curricula are posted online.

Safe and Supportive Schools

Assisting Struggling Schools

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

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

The Northampton Area School District works collaboratively throughout the year to help struggling students meet their student achievement targets as well as to help all students continue their growth in student achievement. The District holds an annual summer District Data Retreat where achievement data is analyzed across the District and where individual building level action plans are revised and enhanced to target instruction and address student needs. Additionally, individual buildings hold data analysis meetings throughout the school year at each grade level and content area to adjust and refine building and grade level action plans as needed. Building level data analysis meetings occur after each formative assessment implementation at least three times per school year. IU20 support is also provided for district schools and data analysis and training sessions are held throughout the school year to assist all schools in improving student achievement. Ongoing staff development is provided throughout the school year to address areas of need for educators and District Administrative Council Meetings and Curriculum Advisory Council Meetings are held monthly throughout the year to discuss areas of need and to collaborate regarding solutions to address those needs at each building.

District office and building personnel collaborate throughout the year to construct school level plan that identify and address building area needs including a building needs assessment, a building level analysis of data, a building level analysis of systems, and building level action plans to address areas of need. IU20 and PaTTAN support is also provided during the Comprehensive Plan construction and implementation as well as throughout the school year whenever assistance is required.

Programs, Strategies and Actions

Programs, Strategies and Actions	EEP	EEI	ML	HS
Biennially Updated and Executed Memorandum of Understanding with Local Law Enforcement	X	X	X	X
School-wide Positive Behavioral Programs	X	X	X	X
Conflict Resolution or Dispute Management	X	X	X	X
Peer Helper Programs	X	X	X	X
Safety and Violence Prevention Curricula	X	X	X	X
Student Codes of Conduct	X	X	X	X
Comprehensive School Safety and Violence	X	X	X	X

Prevention Plans				
Purchase of Security-related Technology	X	X	X	X
Student, Staff and Visitor Identification Systems	X	X	X	X
Placement of School Resource Officers	X	X	X	X
Student Assistance Program Teams and Training	X	X	X	X
Counseling Services Available for all Students	X	X	X	X
Internet Web-based System for the Management of Student Discipline	X	X	X	X

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

Areas to enhance services: **Truancy Intervention:** improve attendance **Student Risk Assessment/Response** Suicide Awareness/Prevention policy in place/Staff need PD **Student Threat Assessment** policy implemented/staff trained **In-House Counseling** collaboration w/ outside agencies in place. **KORE** Alternative ed program 6-12 in MS & HS to address students w/ needs. Counseling provided. **College/Career Services** Expand efforts to assist students re post-secondary goals/plans/expand career awareness activities/presentations & shadowing. **Transition/Orientation Services** Increase student/parent awareness of activities/opportunities at transition levels. Need area: improve transitioning for special ed students to maintain continuity between IEP goals and behavioral/academic functioning. **Communication** More comprehensive school calendar to include additional info. All new students automatically enrolled in parent link to ensure families who need info receive it. Use parent link for Aramark "low account balances," midquarter grades, student issues. Include staff to better assist student concerns. Need for parent involvement at all levels should be in school calendar, student handbooks & materials sent home. More communication of building needs w/ parents at secondary level. Empower students at all levels w/ info. to be successful **HEALTH SERVICES** Support physical, mental, emotional, social health of students. Provide nursing care to school community, First aid for illness/injury/Emergency care/PA mandated screenings, height/weight/BMI, vision, hearing, scoliosis, dental. Referrals upon results of screenings. Create health care plans, Medication administration/Crisis/disaster management **HEALTH ED** Incorporate/integrate health lessons as part of all curricula. Need for more educational materials to assist individual/group education - Streaming videos, health education/promotion topics (nutrition, safety, anti-smoking, healthy choices, hygiene, anti-violence) Health related bulletin board, health materials/resources available for health counseling **HEALTHFUL SCHOOL LIVING** Identify health/safety concerns. Promote nurturing school environment. Promote injury prevention. Support wellness policy. Work collaboratively w/ school food services. **SWPBS** Collect school climate data, bullying incidents, effectiveness of bully intervention services. **Crisis Teams/School Safety/K-12 NIMS/IC** Universal lockdowns/drills protocol in place. New administrators monitored for NIMS training. Building plans updated yearly. District plan updated annually includes Anti-Bullying Policy & Shelter Agreements. District-wide subcommittees focus on school safety renewed annually. District level concerns communicated at Admin Council. School Level concerns discussed w/ all staff. Crisis manual edited/reviewed & pending. Evacuation Cards printed & provided to every classroom. Committee of First Responders from community headed by Superintendent in place. **Academic/Behavioral Data Analysis** - Data Analysis meetings are focused on team discussions regarding eligible content,

instructional practices, targeted instruction - Use of benchmark & PSSA scores, classroom data, SWPBS, SWIS, Walkthrough, data walls, CDT results (Strong focus on instructional delivery to increase student engagement/student achievement) Individual academic//behavioral concerns arise during these discussions. Students discussed in staffing to provide support & intervention ideas. Staff development regarding data analysis, PVASS, Performance Tracker, CDTs, SWIS needed. SWPBS continue data analysis to increase Tier III. Inform all stakeholders. Enrichment/remediation opportunities need to be monitored, enhanced, expanded as needed.

Identifying and Programming for Gifted Students

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

In compliance with state law, the Northampton Area School District conducts ongoing identification activities as part of its school program for the purpose of identifying students who are thought to be gifted and in need of specially designed instruction. When a child is identified by the District as possibly in need of gifted services, parents and/or guardians are notified of applicable procedures. The District offers screening and evaluation to assess the needs of all school age children who are thought to be in need of gifted services. The assessment is offered at no cost to parents and/or guardians. District parents and/or guardians may request screening and evaluation at anytime, whether or not the child is enrolled in the District's public school program. Requests for evaluation and screening should be made in writing to the child's Northampton Area School District principal or the Director of Curriculum and Instruction.

In compliance with state law, the Northampton Area School District provides gifted education for each gifted student; the education for gifted students is based on the unique needs of the student, not solely on the student's classification. The District provides gifted education for gifted students which enables them to participate in acceleration, compaction, and/or enrichment programs, as appropriate, and to receive services according to their intellectual and academic abilities and needs.

All information gathered about children is subject to the confidentiality provisions contained in federal and state law. The District has policies and procedures in effect governing the collection, maintenance, destruction and disclosure to third parties of all student information.

Developmental Services

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

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

Explanation of developmental services:

The NASD provides a comprehensive array of developmental services throughout the District K-12. The School Wide Positive Behavior Support, Bullying Prevention, and the No Place for Hate programs that are implemented District-wide set the foundation for a safe and supportive school environment for all students in the District. Guidance/counseling services are provided for all students K-12, and the District curricula provide for career awareness and career development lessons K-12 as appropriate. The District provides a well-established Orientation and Transition program K-12 and is currently enhancing that program through the Keystones to Opportunity Grant. Health Services in our District are vital in aiding the growth and development of children and in enabling them to benefit fully from the educational experiences provided for them K-12. School health programs encompass three areas including health services, health education, and healthful school living. These three areas are closely interrelated in practices throughout the District and benefit the well-being of all children in the District.

Diagnostic, Intervention and Referral Services

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

Development				
Special Education Evaluation	X	X	X	X
Student Assistance Program	X	X	X	X

Explanation of diagnostic, intervention and referral services:

In the NASD, the needs of each child are appropriately addressed to best benefit the child.

In-house counseling services are available through District guidance counselors at all levels to provide ongoing student support. In addition, a social worker from IU20 is available to work with special education students with counseling needs. A Valley Youth House counselor is also available to provide small group and individual counseling at all levels.

The Psychological Services Department provides support throughout the District for specific needs as they arise, and a health services team is readily available across the District and includes 8 certified school nurses, 2 health room aides, and 1 registered dental hygienist, all under the direction of a school physician.

NASD ensures that all students at all mental and physical ability levels have access to and master a rigorous standards aligned curriculum through planned instruction that contains appropriate modifications and accommodations. Through the use of the Standards Aligned System (SAS) and the "Framework for Considering the Full Range of Supplementary Aids and Services (SaS) Consideration Toolkit," both regular education and special education teachers are able to work collaboratively to support student needs by identifying what modifications and accommodations are needed within the general education classroom and curricula.

Consultation and Coordination Services

Consultation and Coordination Services	EEP	EEI	ML	HS
Alternative Education	X	X	X	X
Case and Care Management	X	X	X	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:

Consultation and coordination services are integrated into all levels of the NASD educational program. Through our District Special Education Department, a full range of special education services are provided to all District school age children as needed. The

District has a truancy intervention program that outlines work with each school and family to resolve cases of chronic absenteeism. When needed, truancy intervention plans are created for students in need of this service. A child and youth caseworker is housed at the District middle school and is available to assist with students in grades K-12 who are identified as possible abuse or neglect victims. Uniform protocol and District policy and training has been established at all levels K-12 to respond to students at risk of self harm.

The District maintains its own Alternative Education program, housed in both the middle school and high school, for regular education at-risk students in grades 6-12. Students are identified by low academic performance, attendance problems, and discipline problems.

Onsite guidance counselors are available as well as counseling services provided through Valley Youth House. Any health problems that arise in children throughout the District are addressed appropriately depending upon the needs of each child, and the NASD school psychologists possess specialized training in both psychology and education and use their training and skills to help children and adolescents succeed academically, socially, and emotionally. Our school psychologists accomplish this by teaming with educators, parents, and other stakeholders to ensure that each child's education is as rewarding as possible.

Communication of Educational Opportunities

Communication of Educational Opportunities	EEP	EEI	ML	HS
Course Planning Guides	X	X	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
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Frequency of Communication

Elementary Education - Primary Level

- More than once a month

Elementary Education - Intermediate Level

- More than once a month

Middle Level

- More than once a month

High School Level

- More than once a month

Collaboration for Interventions

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

The NASD provides ongoing collaboration between classroom teachers and individuals providing interventions regarding differing student need and academic progress. At the elementary level, a Multi-Tiered System of Supports program in reading, writing, and math is implemented in order to address student needs on all levels including above-level, on-level, and below-level. Core instruction is differentiated for students at all levels, and student needs are addressed during reading and math Tier Times in order to remediate and enrich students depending upon their needs. Reading Specialists and Instructional Support Teachers for both Math and Reading provide ongoing support for classroom teachers regarding student needs and academic progress. At the middle level, the District has the Kids Achievement Team program for reading, writing, and math in order to remediate and enrich students in these content areas. Core instruction is differentiated for all students with additional remediation and enrichment provided through the Kids Achievement Team (KAT) program. KAT teachers in math, reading, and writing provide collaboration with classroom teachers to address the needs of differing students. At the high school level, remediation courses provide academic assistance for students in math, reading, writing, and science. Enrichment opportunities are provided through Honors and Advanced Placement courses. Special education teachers, gifted support case managers, and department members collaborate on an ongoing basis in order to meet the needs of students. The NASD also provides direct supports to both regular education and special education teachers through a Secondary Literacy Coach, a Reading and Writing Supervisor, a Math and Science Supervisor, Lead Special Education Teachers, Elementary Instructional Support Teachers in both Reading and Math, Reading Specialists, and a Lead Technology

Support Teacher. All coaches, supervisors, instructional support teachers, and lead teachers provide supports to teachers in the areas of data analysis, progress monitoring, computer-assisted learning, peer coaching, inquiry based learning, and guided support with the planning and delivery of instruction.

The Northampton Area School District (NASD) ensures that all students at all mental and physical ability levels have access to and master a rigorous standards aligned curriculum through planned instruction that contains appropriate modifications and accommodations. Through the use of the Standards Aligned System (SAS) and the "Framework for Considering the Full Range of Supplementary Aids and Services (SaS) Consideration Toolkit," both regular education and special education teachers are able to work collaboratively to support student needs by identifying what modifications and accommodations are needed within the general education classroom and curricula.

The SaS Toolkit provides a systematic approach for student-focused teams to look at the instructional development and delivery of the lessons to address the diverse learning needs of the students and the needed adaptations and modifications to the physical environment. Instructional modifications may include, but are not limited to, modified curricular goals, small group instruction, alternate ways for the student to demonstrate learning, test modifications, the use of assistive technology, providing instructional adaptations such as preteaching/reteaching, repeating directions, clarification of directions, prompting, self monitoring, graphic organizers, and extra examples, to name a few. Adaptations and modifications to the physical environment may include the arrangement of classroom furniture, specific seating arrangements, adaptive equipment, individualized desks and chairs, adjustments to sensory input (e.g., light and sound), environmental aids (e.g., FM systems and assistive technology), alternative testing sites, and structural aids (e.g., wheelchair trays, grab bars). Progress monitoring is routinely implemented for regular education and special education students in order to monitor progress and target instruction.

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

Through the Keystones to Opportunity (KtO) Grant, the NASD is providing preschool opportunities for children age 4. The District collaborates with Community Resources for Children/Head Start in order to provide these services for preschool children throughout the District. The District has created a Birth to 12 Comprehensive Literacy Plan, which

establishes coordination of the community operated resources of the Northampton County Early Intervention (Birth - 3) and Colonial Intermediate Unit 20 (3 - 5yrs.). Each component of the District's Comprehensive Literacy Plan Birth to 12, including literacy, writing, transitions, and special education, contains elements that address the needs of children birth to age 5, age 5 being the age at which children usually enter our District public schools. The District works collaboratively with outside agencies to identify students eligible for our District preschool as well as to address the needs of children receiving other county resources.

Child care is provided before and after school in our District through the Y Care Program child care. The District coordinates with the Y Care Program to offer parents of young children the opportunity for both before school and after school child care. These programs use elementary school facilities in order to address the needs of parents and/or guardians of young children who require these services.

At the middle and high school levels, the District offers many after school programs for students including sports, extra curricular activities, and clubs. Students also have access to community sports associations throughout the District. Additionally, the District provides college and career counseling for students. Counselors work with all students at the middle and high schools to utilize the Career Cruising program to explore post secondary educational and employment opportunities. In addition, the District works with the Bethlehem Area Vocational School to prepare District students for technical vocations and provides shadowing and internship opportunities in these areas.

All ninth grade students are invited to tour BAVTS to gain exposure to programming options available. The District also provides school to work experiences for students through a school to work program that includes a School to Work Coordinator who works with and monitors students who are in this program. A work-based learning program is also available through IU21 for special education students at the high school to address transition needs.

Tutoring services are available for students both in school and out-of-school in the District. At the elementary level, peer tutors and buddies are available for students who need extra help during school. At the middle and high school levels peer tutors are available to assist students during school and can be arranged through the counseling services. The District also maintains a list of community tutors who work within our District boundaries for any families who request these services. Additionally, University Interns provide small group and tutoring services at various levels throughout the District.

Northampton Area School District coordinates services for one-to-one mentoring through Big Brothers Big Sisters Lehigh Valley at levels K-12. Valley Youth House provides home/ family counseling services for our identified struggling families, in addition to, individual drug and alcohol counseling.

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.

Children in Pennsylvania with developmental delays and disabilities benefit from a state supported collaboration among parents, service practitioners, and others who work with young children needing special services. The Pennsylvania Early Intervention program provides support and services to families with children, from birth to age five, with developmental delays and disabilities. Early Intervention builds upon the natural learning opportunities that occur within the daily routines of a child and their family.

Early Intervention:

- Supports services and resources for children that enhance daily opportunities for learning provided in settings where a child would be if he/she did not have a developmental delay and disability.
- Provides families' independence and competencies.
- Respects families' strengths, values, and diversity.

Early Intervention supports and services are designed to meet the developmental needs of children with a disability as well as the needs of the family related to enhancing the child's development in one or more of the following areas:

- Physical development, including vision and hearing
- Cognitive development
- Communication development
- Social or emotional development
- Adaptive development

The Northampton Area School District (NASD) contracts with Colonial Intermediate Unit 20 (IU 20) to provide Early Intervention Services to preschool age children with disabilities. IU 20's Early Intervention Classroom is located within the NASD at George Wolf Elementary School. When parents of preschool age children with disabilities approach the NASD with questions regarding Early Intervention Services, they are provided contact information for IU 20. The services that IU 20 provides to children and

their families differ based upon the individual needs and strengths of each child and the child's family. Services such as parent education, support services, developmental therapies, and other family-centered services that assist in child development may be included in a family's Early Intervention program.

Early Intervention promotes collaboration among parents, service providers, and other important people in the child's life to enhance the child's development and support the needs of the family.

Services may be provided in the child's home, child care center, nursery school, play group, Head Start program, early childhood special education classroom, or other settings familiar to the family.

Early Intervention provides supports and services in a variety of settings. Early Intervention supports and services are embedded in typical routines and activities, within the family, community and/or early care and education settings. This approach provides frequent, meaningful practice and skill building opportunities.

Northampton Area School District coordinates the IU20 Early Intervention Services with our Head Start Pre-K classroom housed at George Wolf Elementary. This coordination of services extends to the the Keystone Kids Pre-K classroom through the Keystone to Opportunity grant activities. Our Literacy Coach, provided through the KtO grant, is in regular contact with these entities - Head Start, IU20 Early Intervention, and Northampton County Early Intervention (Birth - 5 yrs.).

IU 20 currently services children in a variety of settings. Currently, IU 20 services about 50 % of our students in typical Early Childhood or Head Start settings. In their specialized early childhood special education classrooms, IU 20 services about 25 %.

When a child who has received Early Intervention Services through IU 20 turns school-age, a transition meeting is scheduled between the parents, IU 20 Early intervention Staff, and the NASD. During this transition meeting, the child's Early Intervention Program is reviewed and information is shared among IU Staff, NASD Psychological Services staff, and the child's family. At the time of the transition meeting, a Permission to Reevaluate is issued by the NASD Psychological Services Department or, in the case of a meeting not being held, a Permission to Reevaluate is issued following the child's enrollment in the NASD. A Comprehensive Psychoeducational Reevaluation is conducted by an NASD school psychologist. If the reevaluation process has identified that the child is in need of Special Education Services, an Individualized Education Plan (IEP) is developed. If the child is found to not be in need of Special Education Services, the child enters Kindergarten as a regular education student.

NASD continues to offer a preschool opportunities for children age 4 as a result of the Keystones to Opportunities (KtO) Grant. The District collaborates with Community Resources for Children/Head Start in order to provide these services for preschool children throughout the District. Head Start additionally houses one classroom at George Wolf Elementary for 3 and 4 year-olds who qualify. The District works collaboratively with outside agencies to identify students eligible for our District

preschool as well as to address the needs of children receiving other county resources NASD has a well-functioning Pre-K Task Force made up of all of the district's Early Childhood agencies, administrators, and primary level faculty/staff. The Task Force has coordinated parent programs, Kindergarten transition programming for the students and their parents, and shares resources by informing families of the availability and importance of these resources.

Materials and Resources

Description of Materials and Resources

Elementary Education-Primary Level

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

Provide explanation for processes used to ensure Accomplishment.

In the NASD, resources and materials are reviewed on a regular basis following the 5-year curriculum cycle. Teams of teachers and administrators examine and select resources to meet the needs of students at all levels. All resources and materials that are recommended for acquisition are differentiated, providing on-level, above level, and below level components. Resources and materials are then Board approved, providing funding to effectively and efficiently supply all students and teachers with the appropriate resources and materials. Additionally, all resources and materials progress level to level and demonstrate relationships among fundamental concepts and skills. All resources are aligned to the PA Academic Standards and/or PA Core Standards and compliment the District curricula. Resources and materials support our District K-8 curricula, and 9-12 resources and materials are course and level specific. As new research identifies areas of improvement in education, supplemental resources are acquired to address areas of need or areas of improvement that will benefit students at all levels.

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

All areas of the materials and resources characteristics are accomplished in the NASD.

Elementary Education-Intermediate Level

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

Provide explanation for processes used to ensure Accomplishment.

In the NASD, resources and materials are reviewed on a regular basis following the 5-year curriculum cycle. Teams of teachers and administrators examine and select resources to meet the needs of students at all levels. All resources and materials that are recommended for acquisition are differentiated, providing on-level, above level, and below level components. Resources and materials are then Board approved, providing funding to effectively and efficiently supply all students and teachers with the appropriate resources and materials. Additionally, all resources and materials progress level to level and demonstrate relationships among fundamental concepts and skills. All resources are aligned to the PA Academic Standards and/or PA Core Standards and compliment the District curricula. Resources and materials support our District K-8 curricula, and 9-12 resources and materials are course and level specific. As new research identifies areas of improvement in education, supplemental resources are acquired to address areas of need or areas of improvement that will benefit students at all levels.

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

All areas of the materials and resources characteristics are accomplished in the NASD.

Middle Level

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

Provide explanation for processes used to ensure Accomplishment.

In the NASD, resources and materials are reviewed on a regular basis following the 5-year curriculum cycle. Teams of teachers and administrators examine and select resources to meet the needs of students at all levels. All resources and materials that are recommended for acquisition are differentiated, providing on-level, above level, and below level components. Resources and materials are then Board approved, providing funding to effectively and efficiently supply all students and teachers with the appropriate resources and materials. Additionally, all resources and materials progress level to level and

demonstrate relationships among fundamental concepts and skills. All resources are aligned to the PA Academic Standards and/or PA Core Standards and compliment the District curricula. Resources and materials support our District K-8 curricula, and 9-12 resources and materials are course and level specific. As new research identifies areas of improvement in education, supplemental resources are acquired to address areas of need or areas of improvement that will benefit students at all levels.

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

All areas of the materials and resources characteristics are accomplished in the NASD.

High School Level

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

Provide explanation for processes used to ensure Accomplishment.

In the NASD, resources and materials are reviewed on a regular basis following the 5-year curriculum cycle. Teams of teachers and administrators examine and select resources to meet the needs of students at all levels. All resources and materials that are recommended for acquisition are differentiated, providing on-level, above level, and below level components. Resources and materials are then Board approved, providing funding to effectively and efficiently supply all students and teachers with the appropriate resources and materials. Additionally, all resources and materials progress level to level and demonstrate relationships among fundamental concepts and skills. All resources are aligned to the PA Academic Standards and/or PA Core Standards and compliment the District curricula. Resources and materials support our District K-8 curricula, and 9-12 resources and materials are course and level specific. As new research identifies areas of improvement in education, supplemental resources are acquired to address areas of need or areas of improvement that will benefit students at all levels.

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

All areas of the materials and resources characteristics are accomplished in the NASD.

SAS Incorporation

Elementary Education-Primary Level

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

Further explanation for columns selected "

The NASD aligns all facets of the educational program to the PA Standards Aligned System (SAS). All District curricula and assessments are PA Academic Standards or PA Core Standards aligned. District curricula follow grade level subjects and topics addressing Big Ideas, Core Concepts, Competencies, Essential Questions, Key Vocabulary, and Exemplars at each level. Assessments are aligned to curricula K-12 and provide for benchmark assessments and diagnostic assessments as well as formative and summative assessments.

NASD has used the Danielson Framework for Teaching since 2006 and has aligned all instruction to reflect the four Domains of teaching including Planning and Preparation, Classroom Environmental, Instruction, and Professional Responsibilities. Additionally, NASD promotes a Safe and Supportive School Environment through the District-wide implementation of School Wide Positive Behavior Support (SWPBS) and No Place for Hate Program, which are currently implemented across the District at various stages following our District 5-year implementation plan.

Elementary Education-Intermediate Level

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

English Language Proficiency	Full Implementation
Interpersonal Skills	Full Implementation
School Climate	Full Implementation

Further explanation for columns selected "

The NASD aligns all facets of the educational program to the PA Standards Aligned System (SAS). All District curricula and assessments are PA Academic Standards or PA Core Standards aligned. District curricula follow grade level subjects and topics addressing Big Ideas, Core Concepts, Competencies, Essential Questions, Key Vocabulary, and Exemplars at each level. Assessments are aligned to curricula K-12 and provide for benchmark assessments and diagnostic assessments as well as formative and summative assessments.

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Middle Level

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

History	Full Implementation
Science and Technology and Engineering Education	Full Implementation
Alternate Academic Content Standards for Math	Full Implementation
Alternate Academic Content Standards for Reading	Full Implementation
American School Counselor Association for Students	Full Implementation
English Language Proficiency	Full Implementation
Interpersonal Skills	Full Implementation
School Climate	Full Implementation
World Language	Full Implementation

Further explanation for columns selected "

The NASD aligns all facets of the educational program to the PA Standards Aligned System (SAS). All District curricula and assessments are PA Academic Standards or PA Core Standards aligned. District curricula follow grade level subjects and topics addressing Big Ideas, Core Concepts, Competencies, Essential Questions, Key Vocabulary, and Exemplars at each level. Assessments are aligned to curricula K-12 and provide for benchmark assessments and diagnostic assessments as well as formative and summative assessments.

NASD has used the Danielson Framework for Teaching since 2006 and has aligned all instruction to reflect the four Domains of teaching including Planning and Preparation, Classroom Environmental, Instruction, and Professional Responsibilities. Additionally, NASD promotes a Safe and Supportive School Environment through the District-wide implementation of School Wide Positive Behavior Support (SWPBS) and No Place for Hate Program, which are currently implemented across the District at various stages following our District 5-year implementation plan.

High School Level

Standards	Status
Arts and Humanities	Full Implementation
Career Education and Work	Full Implementation
Civics and Government	Full Implementation
PA Core Standards: English Language Arts	Full Implementation
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Full Implementation

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

Further explanation for columns selected "

The NASD aligns all facets of the educational program to the PA Standards Aligned System (SAS). All District curricula and assessments are PA Academic Standards or PA Core Standards aligned. District curricula follow grade level subjects and topics addressing Big Ideas, Core Concepts, Competencies, Essential Questions, Key Vocabulary, and Exemplars at each level. Assessments are aligned to curricula K-12 and provide for benchmark assessments and diagnostic assessments as well as formative and summative assessments.

NASD has used the Danielson Framework for Teaching since 2006 and has aligned all instruction to reflect the four Domains of teaching including Planning and Preparation, Classroom Environmental, Instruction, and Professional Responsibilities. Additionally, NASD promotes a Safe and Supportive School Environment through the District-wide implementation of School Wide Positive Behavior Support (SWPBS) and No Place for Hate Program, which are currently implemented across the District at various stages following our District 5-year implementation plan.

Professional Education

Characteristics

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

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

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

In the NASD, District-wide surveys regarding professional development needs are developed yearly, building upon overarching needs in each level and content area as well as across the District as a whole. This survey is conducted throughout the year beginning each year at the District-wide Data Retreat where teams of educators analyze data and develop action plans. Each building analyzes its needs; then, the information is shared across the District so that trends in achievements and needs can be examined. Additionally, throughout each school year feedback regarding professional development needs is collected via data analysis meetings, department meetings, grade level meetings, faculty

meetings, staff development sessions, and curriculum leadership meetings. Academic Department Coordinators hold meetings with department members to establish subject area and curricular needs using student data from Study Island benchmarks, USA Test Prep benchmarks, PSSA, District maintenance and PSSA skills assessments, and local assessments. Nurses and health professionals hold meetings to analyze data from BMI and other health records to determine health and safety areas of need. Counselors hold meetings to assess needs gathering health, safety, welfare, and educational student guidance issues. The District Level Comprehensive Plan systems analysis is used to guide educational needs and help identify priorities. PSSA, Study Island, USA Test Prep, DIBELS Next, AIMSweb, AP, SAT, PSAT, ASE, SOCAT, and local assessment results are used to analyze and create action plans. Chapter 4 reviews are used to modify graduation requirements and to address annual yearly progress of academic standards. High school personnel have employed special measurements of graduation and dropout data, percentage of students enrolled in higher-level programs, and percentage of students continuing higher education and school to work programs in order to improve student academic achievement and to project educational needs of students. The District Curriculum Leadership Council meets every other month throughout the year to address concerns, to analyze student, teacher, and curriculum data, and to project needs regarding curriculum, instruction, and behavior. The Superintendent's Administrative/Supervisory Council meets every other month to identify District and division needs. The Board of Education along with specialized District personnel have identified, reviewed, and written policies to address special needs for students, staff, and the school entity. The Technology Steering Committee meets monthly to develop and implement the technology plan including staff development needs for integrating technology as a tool for student performance. Special education grade level and content area data analysis meetings are held to review and to assess special education goals, priorities, and needs. Paraeducator surveys and paraeducator standards are used to develop and assess IA goals, priorities, and needs.

Each group listed above has analyzed data and developed action plans or a list of recommendations to address the needs of students and staff and to meet the educational needs of the District. The action plans are then compiled and synthesized into the PDE Professional Development Activity Subject Areas and Course/Activity Sub Categories including all categories under Teaching and Learning Professional Development, Standard Area Curriculum and Assessment, Academic Content Studies, Technology, Student Social and Health Issues, School Administration (Non-PIL), PA Inspired Leadership (PIL) Induction, or PA Inspired Leadership (PIL). These areas have been identified as required professional education areas per the Pennsylvania Department of Education, and each professional education activity is aligned to the specific needs of the students who our educators are serving.

The process used to develop targeted/differentiated staff development in the NASD addresses the needs of each grade level, department, and staff division. However, areas of improvement can be made and have been identified by the District Level Comprehensive Planning Committee as listed in the Comprehensive Plan.

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

Each area listed above is currently being addressed by the NASD. Areas identified as in need of improvement by the Comprehensive Planning Committee include: **1.**

Create a better balance between outside/inside initiatives including teacher needs, administrative needs, grant requirements, and state needs/initiatives using data to revise and/or continue or dismiss, and identify which are state initiatives, grant initiatives, and those that are district initiatives and determine the worth of grants that are sought after to make sure they are worth the investment by a) creating a committee including different stakeholders that assesses grants and how a grant will benefit NASD and whether NASD wants to commit to the grant or not and b) create a needs survey/assessment where departments and grade levels as well as individuals can input needs at various levels. **2.** Restructuring PD to include flexible options that would include online as well as face to face PD options thereby providing choice by participants to grow in areas of individual choice by individual needs including technology PD offered throughout the school year in order to increase technology needs on an ongoing basis. Staff could choose the sessions to attend at the level they may need. **3.** Provide time to collaborate and reflect regarding curriculum and instruction at different levels and by different departments and/or across levels and by different departments and/or across levels and departments. These areas were identified during the District Level Comprehensive Plan meetings. Action Plans were created for each area of need. The Action Plans are documented in the Action Plan section of the District Level Comprehensive Plan.

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:
10/13/2014 Initial training for all staff
2/13/2015 Continued training for staff who missed 10/13/14 training
8/11/2015 All new staff trained
The LEA plans to conduct the required training on approximately:
2/12/2016 Continued training for staff who still need training
8/16/2016 All new staff will be trained each year during induction sessions
8/15/2017 All new staff will be trained each year during induction sessions

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 plans to conduct the training on approximately:
2/12/2016 6-12 staff to be trained in youth suicide awareness every February
2/10/2017 6-12 staff to be trained in youth suicide awareness every February
2/9/2018 6-12 staff to be trained in youth suicide awareness every February

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 plans to conduct the training on approximately:
2/12/2016 staff will be trained in Child Exploitation Awareness every February
2/10/2017 staff will be trained in Child Exploitation Awareness every February
2/9/2018 staff will be trained in Child Exploitation Awareness every February

Strategies Ensuring Fidelity

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

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

The NASD Act 48 Committee meets periodically throughout the District Level Comprehensive Plan period. Ongoing reviews are conducted by the Act 48 Committee as well as each of the grade level teams, departments, divisions, and staff groups for the purpose of evaluating our continuing professional development activities. Reviews are conducted in collaboration with the Curriculum and Instruction Division and include the monitoring of the fidelity of implementation through Classroom Walkthroughs, student data, and Observations and Evaluations. Through this process emerging needs and/or revisions to current plans are analyzed. The District also administers an evaluation questionnaire at the completion of staff development activities and programs as well as conducting classroom walkthroughs, data analysis, and lesson plan reviews on a continuing basis to determine fidelity of implementation and continuing needs.

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

All strategies listed above are used to ensure that professional development is focused and wide-ranging and is implemented with fidelity.

Induction Program

- Inductees will know, understand and implement instructional practices validated by the LEA as known to improve student achievement.
- Inductees will assign challenging work to diverse student populations.
- Inductees will know the basic details and expectations related to LEA-wide initiatives, practices, policies and procedures.
- Inductees will know the basic details and expectations related to school initiatives, practices and procedures.
- Inductees will be able to access state curriculum frameworks and focus lesson design on leading students to mastery of all state academic standards, assessment anchors and eligible content (where appropriate) identified in the LEA's curricula.
- Inductees will effectively navigate the Standards Aligned System website.
- Inductees will know and apply LEA endorsed classroom management strategies.
- Inductees will know and utilize school/LEA resources that are available to assist students in crisis.
- Inductees will take advantage of opportunities to engage personally with other members of the faculty in order to develop a sense of collegiality and camaraderie.
- Inductees will collaborate to create a portfolio representing the 4 Domains of the Danielson Framework for Teaching

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

The Induction Program in the NASD is a two year program. During year one, inductees attend a 2 to 3 day orientation where basic details and expectations related to District-wide initiatives, practices, policies, and procedures are presented. Each inductee is also assigned a mentor teacher who is experienced and who serves as a friend and advisor. This mentor is scheduled to teach in the same building as the inductee, whenever possible, and is scheduled to teach at the same grade level or in the same subject matter area as the inductee whenever possible. The mentor meets with the inductee on a regular basis, establishes rapport as a helping person and confidant, aids the inductee in identifying the most immediate concerns, helps to introduce the inductee to school initiatives, practices, and procedures, visits the inductee's classroom and provides support on an informal basis,

serves as a sounding board for inductee ideas, suggests ways to plan for instructional management in the classroom, helps with ways to communicate with parents, invites the inductee to visit his/her classroom as the need arises, seeks the aid of the building administrator(s) should any conflict arise between the inductee and the mentor teacher, and assists in the evaluation of the program. Inductees and mentors meet weekly during the first month and monthly or as needed after that. Mentors and inductees are required to submit inductee/mentor reports quarterly to document their meetings, discussions, and topics. Topics to be discussed during inductee/mentor meetings include discipline, time management, scheduling, curriculum, state standards, SAS, instructional strategies, lesson design, emergency procedures, grading/report cards, District policy, student services, field trips, special education, and gifted education. Also during year one, inductees are required to attend six after school workshops which present the following topics: 1) Using Performance Tracker Data Warehousing System, Ed Hub, Data Analysis, and Action Plans, 2) SAS/CCS - PA Anchors and Standards, NASD Curriculum, and materials that can be used in the classroom to prepare students for the PSSA and Keystone Exams, 3) Technology to Enhance Instruction, 4) Classroom Management, 5) Responsibilities of the Regular Education Teacher in Implementing IEPs, 6) Gifted Education, PDE 427, Year 2 Induction Program, and Induction Program Evaluation. These workshops are differentiated for elementary and secondary inductees. During year two of the NASD induction program, inductees learn more about the Danielson Framework for Teaching and create a preliminary portfolio (sources of evidence) for each of the 4 Domains: Planning and Preparation, Classroom Environment, Instruction, and Professional Responsibilities. As they create their portfolios, inductees collaborate during year two induction, sharing ideas and lessons that have been successful for them.

With this comprehensive two-year induction program, ongoing support is provided for all teachers who are first and second year teachers with temporary professional contracts or who are long-term substitutes hired for 45 or more days in the Northampton Area School District. NASD feels it is especially important for these beginning teachers to have successful and trusted professionals on whom they can rely for assistance and support during their entry years into the District, and that they be provided the information and support needed to become proficient teachers.

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

NASD incorporates all the above strategies plus more in the NASD Induction Program.

Needs of Inductees

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

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

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

The Northampton Area School District incorporates multiple tools to assess the needs of inductees. Classroom assessment data is analyzed during building data analysis meetings, administrators formally observe and evaluate inductees two times per year and complete multiple classroom walkthroughs and lesson plan reviews, inductees complete induction surveys to express needs, information is collected from every induction program in order to continually improve upon the induction program, research-based instructional models are used during workshops, regular meetings with mentors occur during year 1 of the induction program. Inductees also are required to summarize mentor/inductee meetings and topics covered. Additionally, during year two, inductees complete a professional portfolio representative of the Danielson Framework for Teaching as their sources of evidence.

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

All tool and strategies listed above are incorporated into the NASD Two-Year Induction Program.

Mentor Characteristics

- Pool of possible mentors is comprised of teachers with outstanding work performance.
- Potential mentors have similar certifications and assignments.
- Potential mentors must model continuous learning and reflection.
- Potential mentors must have knowledge of LEA policies, procedures and resources.
- Potential mentors must have demonstrated ability to work effectively with students and other adults.
- Potential mentors must be willing to accept additional responsibility.
- Mentors must complete mentor training or have previous related experience (e.g., purpose of induction program and role of mentor, communication and listening skills, coaching and conferencing skills, problem-solving skills and knowledge of adult learning and development).
- Mentors and inductees must have compatible schedules so that they can meet regularly.

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

Mentors in the NASD must not only volunteer to be mentors for inductees, they must also be chosen by building and District administrators to fulfill the role of mentor teacher. Mentors are teachers who are experienced and have high standing throughout the District. They have the reputation of being excellent educators and reliable staff members. Mentors must possess Instructional II certification, a minimum of three years teaching experience, a minimum of two years teaching experience in the District, must demonstrate continuous professional growth, possess knowledge of District and building level policies and procedures, possess a sound understanding of teaching and learning practices and a variety of classroom organization, management techniques, and instructional strategies, demonstrate enthusiasm for teaching and learning, and possess a sensitivity to the needs and feelings of others. Teachers apply for the position of mentor teacher to the Director of Curriculum and Instruction and the Director of Curriculum and Instruction along with the building principal select appropriate mentors from the pool of candidates.

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

The NASD incorporates all of the above characteristics and strategies to ensure the high quality of mentors used in its induction program.

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				
Best Instructional Practices		X				
Safe and Supportive Schools	X					
Standards		X				
Curriculum		X				
Instruction			X			

Accommodations and Adaptations for diverse learners	X			X	X	
Data informed decision making	X	X				
Materials and Resources for Instruction		X	X			

If necessary, provide further explanation.

The Induction Program in the NASD is a two year program. During year one, inductees attend a 2 to 3 day orientation where basic details and expectations related to District-wide initiatives, practices, policies, and procedures are presented. Each inductee is also assigned a mentor teacher who is experienced and who serves as a friend and advisor. This mentor is scheduled to teach in the same building as the inductee, whenever possible, and is scheduled to teach at the same grade level or in the same subject matter area as the inductee whenever possible. The mentor meets with the inductee on a regular basis, establishes rapport as a helping person and confidant, aids the inductee in identifying the most immediate concerns, helps to introduce the inductee to school initiatives, practices, and procedures, visits the inductee's classroom and provides support on an informal basis, serves as a sounding board for inductee ideas, suggests ways to plan for instructional management in the classroom, helps with ways to communicate with parents, invites the inductee to visit his/her classroom as the need arises, seeks the aid of the building administrator(s) should any conflict arise between the inductee and the mentor teacher, and assists in the evaluation of the program. Inductees and mentors meet weekly during the first month and monthly or as needed after that. Mentors and inductees are required to submit inductee/mentor reports quarterly to document their meetings, discussions, and topics. Topics to be discussed during inductee/mentor meetings include discipline, time management, scheduling, curriculum, state standards, SAS, instructional strategies, lesson design, emergency procedures, grading/report cards, District policy, student services, field trips, special education, and gifted education. Also during year one, inductees are required to attend six after school workshops which present the following topics: 1) Using Performance Tracker Data Warehousing System, Ed Hub, Data Analysis, and Action Plans, 2) SAS/CCS - PA Anchors and Standards, NASD Curriculum, and materials that can be used in the classroom to prepare students for the PSSA and Keystone Exams, 3) Technology to Enhance Instruction, 4) Classroom Management, 5) Responsibilities of the Regular Education Teacher in Implementing IEPs, 6) Gifted Education, PDE 427, Year 2 Induction Program, and Induction Program Evaluation. These workshops are differentiated for elementary and secondary inductees. During year two of the NASD induction program, inductees learn more about the Danielson Framework for Teaching and create a preliminary portfolio (sources of evidence) for each of the 4 Domains: Planning and Preparation, Classroom Environment, Instruction, and Professional Responsibilities. As they create their portfolios, inductees collaborate during year two induction, sharing ideas and lessons that have been successful for them.

With this comprehensive two-year induction program, ongoing support is provided for all teachers who are first and second year teachers with temporary professional contracts or who are long-term substitutes hired for 45 or more days in the Northampton Area School District. NASD feels it is especially important for these beginning teachers to have successful and trusted professionals on whom they can rely for assistance and support during their entry years into the District, and that they be provided the information and support needed to become proficient teachers.

Monitoring Evaluating and Induction Program

Identify the procedures for monitoring and evaluating the Induction program.

The NASD Induction Program is monitored by the Director of Curriculum and Instruction. All orientation sessions and workshops are planned in advance and are documented on the District website. The Director of Curriculum and Instruction oversees all workshops and receives and reviews all inductee/mentor reports and inductee/administrator reports. The Induction Program is evaluated by inductees and mentors through an evaluation survey after both year one and year two of the program. Suggestions for improvements to the induction program are reviewed, taken seriously, and evaluated. Program suggestions are implemented as necessary or researched as required during subsequent workshops as well as with surveys and interviews.

Recording Process

Identify the recording process for inductee participation and program completion. (Check all that apply)

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

Special Education

Special Education Students

Total students identified: **848**

Identification Method

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

In order to identify students with Specific Learning Disabilities, the Northampton Area School District primarily utilizes an ability-achievement discrepancy method. This method is utilized for the purpose of documenting statistically significant discrepancies between a child's predicted achievement levels in each respective area, based on his or her cognitive

abilities, and actual achievement levels, as evidenced by performance on a standardized academic achievement assessment. Additionally, the District establishes educational need by reviewing a child's performance on standardized achievement assessments by reviewing the results of local assessments (e.g., GRADE Assessments), state assessments (i.e., PSSA, ELA, Keystone Exams) and by reviewing the student's individual classroom performance. Furthermore, the District reviews curriculum based and informal assessment data as collected through a student's participation in the district's MTSS programming model.

In addition to this method, the District's School Psychologists also conduct comprehensive cognitive assessments on each student referred for Specific Learning Disability evaluations in order to determine whether or not the child demonstrates a pattern of strengths or weaknesses, and to determine whether or not there is a deficit in an area of the child's basic psychological processing that would negatively impact his or her learning or performance in the local curriculum.

Enrollment

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

The data is publicly available via the PennData website. You can view your most recent report. The link is: <http://penndata.hbg.psu.edu/BSEReports>

According to the Special Education Data Report for the 2013-14 School Year (posted June 2014), the Northampton Area School District's (NASD) Enrollment data for students with a primary disability category of Specific Learning Disability (SLD) is at 52.8%, whereas the State's percentage rate is 44.3%.

NASD will address the disproportionality that exists for our students with a primary disability category of Specific Learning Disability through the implementation of the Multi-Tiered System of Supports (MTSS), a pre-referral process that reviews a student's performance on standardized achievement assessments, the results of local assessments (e.g., GRADE Assessments), state assessments (i.e., PSSA, ELA and Keystone Exams) and by reviewing the student's individual classroom performance, which includes curriculum based and informal assessment data.

In addition to the MTSS, the District's School Psychologists conduct comprehensive cognitive assessments on each student referred for Specific Learning Disability evaluations in order to determine whether or not the child demonstrates a pattern of strengths or weaknesses, and to determine whether or not there is a deficit in an area of the child's basic psychological processing that would negatively impact his or her learning or performance in the local curriculum.

Non-Resident Students Oversight

1. How does the District meet its obligation under Section 1306 of the Public School Code as the host District at each location?
2. How does the District ensure that students are receiving a free appropriate public education (FAPE) in the least restrictive environment (LRE)?
3. What problems or barriers exist which limit the District's ability to meet its obligations under Section 1306 of the Public School Code?

The Northampton Area School District is not a 1306 Host District. Students with disabilities that are placed within an institutionalized non-resident group home located within our District are provided a free appropriate public education (FAPE) in their least restrictive environment (LRE) through the implementation of said student's Individualized Education Plan (IEP). When the District is notified that a student with a disability from an institutionalized non-resident group home located within our District is enrolling in one of our buildings, all relevant paperwork (i.e., IEP, Evaluation Report (ER), Reevaluation Report (RR) and any other school records that we have received) is reviewed. An IEP meeting is held and a NASD Notice of Recommended Educational Placement/Prior Written Notice (NOREP/PWN) is presented to the person who has educational rights (i.e., parent, Guardian Ad Litem, surrogate parent). The only problem or barrier that exists when a student is placed in an institutionalized non-resident group home located within our District is when the student's needs are such that placement in a District-operated Special Education program or an Intermediate Unit (IU) operated program cannot be found. When this happens, an inter-agency meeting is called. If the student's needs are so severe, a CASSP meeting is then held in order to find appropriate programming to meet the student's needs. A student is never without a placement. If needed, the District will offer Instruction Conducted in the Home until an appropriate placement can be found.

Incarcerated Students Oversight

Describe the system of oversight the District would implement to ensure that all incarcerated students who may be eligible for special education are located, identified, evaluated and when deemed eligible, are offered a free appropriate public education (FAPE).

The Northampton Area School District is part of the Colonial Intermediate Unit 20 (CIU20) consortium. As a result of this, CIU20 provides contracted services through the Easton Area School District for Special Education Services, inclusive of child accounting and supervision, for the Northampton County Detention Center. We also provide child accounting and consultation services for students incarcerated in the Northampton County Prisons via contracted services with the Easton Area School District. Each student incarcerated in both the Northampton County Detention Center and Prison is processed by CIU20 for Determination of District of Residence - PDE 4605 and identified as a special education or regular education student. The Individual Education Plans for identified special education students are presented to the teachers at each facility for implementation of same. A

Special Education Supervisor and a Certified School Psychologist are assigned to the program to ensure the delivery of special education services for students.

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.

Question 1

The NASD ensures that to the maximum extent appropriate, before children with disabilities are removed from the regular education environment, supplementary aids and services are put into place. This is accomplished by following the NASD Psychoeducational Evaluation Referral process. When a student is being considered for a Chapter 14 evaluation and prior to any member of the school-based team (i.e., building administrator, teacher, support professional) referring a student for a psychoeducational evaluation, a staffing must be held for the student.

A staffing, as defined by the NASD Psychological Services Department, is: A team-based approach of identifying the variables that are negatively impacting a student's educational progress; reviewing and analyzing student centered data as well as intervention related information; and devising interventions to support a student's academic progress. The goal of the staffing process is to ensure that each team member, including the parent, has the opportunity to provide input and suggestions as to whether additional pre-referral intervention strategies should be attempted or whether a psychological/educational evaluation is necessary.

The following outline details the staffing process that should be followed.

When a teacher, building administrator or support professional has a significant concern regarding a student's academic/behavioral progress, the child's school-based team must meet to discuss concerns. This team meeting may include:

- The child's Regular Education Teacher
- RtII Teacher
- Special Area Teacher
- Principal
- Guidance Counselor

Should the school-based team feel as though a formal staffing is required, the following steps will be followed:

1 - The school-based team will contact the building Guidance Counselor who will document the team's concern on the "Issue of Concern Line" of the Child Study Form.

2 - The school-based team will provide and attach all pertinent documentation to the Child Study Form and forward this document to the building's respective School Psychologist.

3 - The School Psychologist will review the documentation and contact the building's Guidance Counselor to provide available dates for the staffing.

4 - The child's parent will also be contacted by the school based team and invited to the staffing.

Members expected to attend the staffing include the School Psychologist (if applicable), Guidance Counselor, Regular Education Teacher, Special Education Teacher (if applicable), RtII Teacher (if applicable) and the Principal or his/her designee.

5 - The staffing will be held at the child's respective building.

6 - At the staffing, school-based team members will bring all pertinent documentation to be reviewed with other team members. This includes progress monitoring data, behavior charts, work samples, current grades, etc.

7 - The staffing is a team-based approach that is grounded in a problem-solving model. The problem-solving model consists of the following steps:

- Each member of the team will review or identify the problem.
- The team will review all existing student centered data. Again, each team member will present his or her data. This is inclusive of data obtained through interventions.
- A decision will be made by the team as to whether further interventions should be

attempted or whether a psychoeducational evaluation will be conducted.

- a) If additional interventions are recommended, the staffing team will devise these interventions, along with a means to evaluate their effectiveness for a period of time as determined by the school-based team. This should include baseline data and progress monitoring data.
- b) If a psychoeducational evaluation is recommended, the building's respective School Psychologist will have a Permission to Evaluate issued within 10 school days of the staffing.

Question 2

The Special Education Office works very closely with the Curriculum Office and the Psychological Services Department to ensure that the NASD offers students with disabilities the full 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). This alignment of programs for students to participate in their LRE is accomplished through the use of research-based/evidence-based programs in the core areas of reading, English and math that are aligned with the PA Core Standards, as well as in the areas of history, science, technology, related arts and elective programs offered at the High School. The District works closely with PaTTAN, our local IU, the American Epilepsy Society, the Eastern Pennsylvania Down Syndrome Center and an APS affiliated with Lehigh University (Bethlehem, PA) in delivering site-based training, consultation and technical assistance to teachers, support staff and administrators. The District also trains their staff on the Language Essentials for Teachers of Reading and Spelling (LETRS) program to enhance literacy supports for all students. The District has also been involved with the Include Me From the Start program. Teachers, administrators and support staff have also attended the following trainings: DIBELS, Handwriting Without Tears, 95% Group, H.E.A.T., RtII/MTSS Framework, Anita Archer, Study Island benchmarking, PVAAS, and Understanding Autism, to name a few.

Question 3

According to the Special Education Data Report (SPP), the District has met the SPP target for Indicator 5: Educational Environments (Ages 6-21).

Prior to a student being placed in an out-of-district placement, such as an Approved Private School (APS), an Individualized Education Program (IEP) team meeting is held. All required members of the IEP team are invited to participate in determining the appropriate

placement of a student who has not been successful within his/her own school district. All relevant data is discussed and analyzed (i.e., progress monitoring data, behavior charts, work samples, current grades, parent information, etc.). If the IEP team determines that additional data is needed to make a decision about educational placement, a Permission to Reevaluate (PTRE) is issued. If the IEP team has all of the data needed to make the decision regarding educational placement, a new IEP is developed and a Notice of Recommended Educational Placement/Prior Written Notice (NOREP/PWN) is issued to the parents. Upon parental approval and acceptance by the APS, the student's new placement will begin. The NASD maintains close contact with the APS on the progress that the student is making. The District's Special Education Director or Assistant Director participates in all IEP meetings. When a student is no longer in need of the APS placement, a transition plan is developed and implemented to ensure a successful transition back to the student's home school.

Behavior Support Services

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

The Northampton Area School District is committed to the implementation of a multi-tiered school-wide positive behavior support model in all District school buildings from grades kindergarten through 12. At the present time, the Northampton Area School District is working in its final year of an implementation plan to institute three tiers of support in all schools. At the start of the 2015-2016 school year, the Northampton Area School District will have universal and advanced tiers of support (i.e., Check-in/Check-out, FACTS, Initial Line of Inquiry) in all school buildings and have these supports available to all students within these buildings.

As a component of the District's school-wide positive behavior support initiative, the District collaborates with the Colonial Intermediate Unit 20, PaTTAN offices and consultants. Those schools that have and continue to implement universal school-wide positive behavior support tiers have done so with a high degree of fidelity, as indicated by SETT evaluations conducted by PaTTAN and the Devereux Foundation.

These school-wide positive behavior supports are available to all students in the Northampton Area School District, inclusive of those who receive special education supports and services. Student data is tracked and analyzed via the school-wide information system (SWIS) and is reviewed at monthly core team meetings as well as by special education case managers.

The Northampton Area School District, as evidenced in our commitment to a universal and advanced system of support for all students, believes that positive reinforcement, recognition and data-based decision making is in the best interest of both our regular education and special education students, faculty, staff, and stakeholders. We believe that these positive behavior supports have and will continue to reduce disciplinary referrals, increase student attendance, and ultimately improve school climate and student achievement.

Intensive Interagency/Ensuring FAPE/Hard to Place Students

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

The Northampton Area School District utilizes an interagency process of collaborative consultation with community agencies and parents to problem solve ways of educating difficult to service children in the least restrictive environment. The district relies on the Local Interagency Coordinator through CIU20 to assist in interagency planning. The district also contacts the County CASSP Coordinator when having difficulty placing a student. This process helps to eliminate barriers to appropriate educational placements. It manages time efficiently and effectively, and is responsible for the implementation of service from an established continuum of programs that are solution oriented. Meeting participants include the child, parents, parent advocates, psychiatrist, licensed school psychologists, licensed social workers, teacher(s), and when appropriate, probation, Child and Youth representatives, Mental Health and Developmental Services (MH/DS), school administration and guidance. Another component of CIU20 that is available to the district is the Child Study Team to assist in making recommendations for difficult to program students.

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.

The NASD continues to meet the needs of all students with disabilities educated within the District and outside of the District. NASD continues to listen to all of its stakeholders which include parents, students, teachers, support staff, administrators and community members.

Current strengths and highlights of NASD's current special education services and programs include the following items:

1. The District provides Lead Special Education teachers to directly support the Special Education teachers and administrators in each building in the areas of curriculum, instruction, peer coaching, progress monitoring and IEP development.
2. Inclusionary practices are implemented in all district buildings.
3. Reading specialists work with all students, including those with IEPs, to address specific skill deficits and to reinforce previously learned skills.
4. Math/reading IST support teachers provide direct instruction to all students, including those with IEPs, to address specific skill deficits and to reinforce previously learned skills.
5. Highly Qualified Special Education paraprofessionals support students with IEPs in both regular education and special education classrooms.
6. The development and implementation of a Pre-K Program and a Headstart Program.
7. The ability for NASD students with IEPs to participate in the Carbon-Lehigh Intermediate Unit work-based learning program as well as the Lehigh Carbon Technical Institute (LCTI) and Career Institute of Technology (CIT) job preparation programs.
8. Partnerships with VIA and the Center for Independent Living to help meet the needs of our students with more significant cognitive disabilities.
9. School-Wide Positive Behavior Support System(SWPBS) initiative in each building.
10. School Psychologists provide support in all elementary buildings, the Middle School and the High School to students, teachers and administrators.
11. One student information system that all teachers, administrators and parents have access to related to grades, discipline and IEPs.
12. In-services – Regular Education teachers work with Special Education teachers to

collaborate and deliver general education curriculum for all students.

13. Language Arts and Math/Science supervisors provide support in the area of curriculum and instruction for all students, including those with IEPs.
14. A Literacy Coach provides support to high school teachers and the Pre-K teachers.
15. A District-wide technology coach provides support to teachers and students.
16. A Special Education Assistive Technology Assistant to coordinate technology needs for students with IEPs.
17. Use of AIMSweb for progress monitoring of IEP goals.
18. Remediation periods built into the Middle School schedule to focus on English Language Arts (ELA), math and science.
19. Remediation and Preparation classes built into the High School schedule for grades 9, 10, and 11.
20. A Licensed Social Worker or the use of District psychologists to provide counseling as a related service for students with mental health needs.
21. Reading Apprenticeship training provided for all teachers.
22. Participation in the Include Me From the Start program.
23. Professional development and training for all staff regarding disability categories.
24. Medical awareness training including, but not limited to, seizure disorders, Epilepsy, Tourette syndrome, and Down syndrome.
25. Regularly scheduled data meetings to review and analyze student data to make educational decisions, K-12.
26. Use of research-based reading programs such as, but not limited to, WonderWorks, SRA, Wilson, Reading Milestones, Edmark and the REWARDS Program.
27. Use of technology at all levels, K-12, including, but not limited to, document cameras, ipads, ipods, clickers, elmos, promethian boards and laptop carts.
28. Web-based tools to enhance student achievement and teacher record keeping

such as:

- AIMSweb progress monitoring system
- Sapphire
- SAS website
- Performance Tracker to access students' state and local assessment scores
- DIBELS
- Study Island
- Go My Access
- Harcourt Math website for student access
- GradPoint
- Turnitin.com and edmentum
- Google docs
- Remind 101
- ConnectED allows for students and teachers to communicate outside of the school day
- Intranet
- Cyber School options
- Community Portal through Sapphire
- Social networking
- Moodles/wikispaces
- Bring Your Own Device (BYOD) for all high school students to bring and work on their own technical devices

29. Parent trainings offered on:

- Disability categories
- Bullying
- The School-Wide Positive Behavior Support program

30. Participation in the Keystones to Opportunity (KtO) Grant.

31. Transition meetings (for students from elementary to Middle School and Middle School to High School) held each spring for Special Education case managers to discuss how to best meet student needs in the new school environment. Transition meetings are offered to parents.

32. Appointments made ahead of the new school year to meet the school staff and visit the classroom/tour the building.

33. College and Financial Aid Night for parents.

34. Monthly Special Education Teacher Meetings.
35. The ability of outside agencies to come into the buildings and work collaboratively with NASD staff.

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
On Our Way (Therapeutic Group Home)	Nonresident	Carbon Lehigh Intermediate Unit 21	2
Life Sharing Home	Nonresident	Wilson/Colonial Intermediate Unit 20	1
Northampton County Detention Center	Incarcerated	CIU20	3

Least Restrictive Environment Facilities

Facility Name	Type of Facility	Type of Service	Number of Students Placed
Centennial School of the Lehigh Valley	Approved Private Schools	Emotional Support	4
The Vanguard School	Approved Private Schools	Autistic Support	1
The Lewis School	Out-of-State Schools	Emotional Support	1
Northern Lehigh High School	Neighboring School Districts	Multiple Disabilities Support	1
Crestwood Campus/ Woods Residential Treatment Facility	Approved Private Schools	Autistic Support/Emotional Support	1
Bucks County Intermediate Unit/Pedia Manor	Neighboring School Districts	Multiple Disabilities Support	1
Devereux	Approved Private Schools	Autistic Support	1

Special Education Program Profile

Program Position #1

Operator: School District

PROGRAM DETAILS

Type: ClassandPosition

Implementation Date: August 31, 2015

Reason for the proposed change: Student ages and grade levels have changed

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Moore-303KC	An	A building in	Itinerant	Learning	7 to 7	1	0.2

	Elementary School Building	which General Education programs are operated		Support			
Moore-303KC	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	6 to 8	5	0.8

Program Position #2*Operator:* School District**PROGRAM DETAILS***Type:* ClassandPosition*Implementation Date:* August 31, 2015*Reason for the proposed change:* Student ages and grade levels have changed**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Moore-321DB	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	8 to 8	1	0.25
Moore-321DB	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	7 to 8	4	0.75

Program Position #3*Operator:* School District**PROGRAM DETAILS***Type:* ClassandPosition*Implementation Date:* August 31, 2015*Reason for the proposed change:* Student ages and grade levels have changed**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Moore-119SM	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	9 to 9	1	0.2
Moore-119SM	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	8 to 10	11	0.8

Program Position #4*Operator: School District***PROGRAM DETAILS***Type: ClassandPosition**Implementation Date: August 31, 2015**Average square feet in regular classrooms: 882 sq. ft.**Square footage of this classroom: 672 sq. ft. (28 feet long x 24 feet wide)**Reason for the proposed change: Classroom change was due to restructuring of the elementary programming due to 6th grade now being part of the new Middle School.**Student ages and grade levels have changed.**Present Class Location: 221**Proposed Class Location: 328**Length of time class has been in present location: 4 years***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Moore-328AB	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	9 to 11	9	0.3
Moore-328AB	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	10 to 10	4	0.7

Program Position #5*Operator: School District***PROGRAM DETAILS***Type: ClassandPosition**Implementation Date: August 31, 2015**Reason for the proposed change: Student ages and grade levels have changed***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Moore-118CM	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	5 to 10	49	1

Justification: Students that exceed the age range are not in the room at the same time.
 21 of the 49 students receive Speech and Language as a Related Service.

Program Position #6*Operator: School District***PROGRAM DETAILS***Type: ClassandPosition**Implementation Date: August 31, 2015**Average square feet in regular classrooms: 876 sq. ft.*

Square footage of this classroom: 648 sq. ft. (27 feet long x 24 feet wide)

Reason for the proposed change: Classroom change was due to restructuring of the elementary programming due to 6th grade now being part of the new Middle School. Student ages and grade levels have changed.

Present Class Location: 150

Proposed Class Location: 136

Length of time class has been in present location: 3 years

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
George Wolf-136JR	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	7 to 7	1	0.2
George Wolf-136JR	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	6 to 8	7	0.8

Program Position #7

Operator: School District

PROGRAM DETAILS

Type: ClassandPosition

Implementation Date: August 31, 2015

Reason for the proposed change: Student ages and grade levels have changed

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
George Wolf-119JC	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	7 to 9	9	1

Program Position #8

Operator: School District

PROGRAM DETAILS

Type: ClassandPosition

Implementation Date: August 31, 2015

Average square feet in regular classrooms: 875 sq. ft.

Square footage of this classroom: 792 sq. ft. (33 feet long x 24 feet wide)

Reason for the proposed change: Staff and room changes to align with regular education grade level changes

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
George Wolf-	An	A building in	Itinerant	Learning	8 to 8	4	0.2

120MR	Elementary School Building	which General Education programs are operated		Support			
George Wolf-120MR	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	9 to 9	1	0.8

Program Position #9*Operator:* School District**PROGRAM DETAILS***Type:* ClassandPosition*Implementation Date:* August 31, 2015*Reason for the proposed change:* Student ages and grade levels have changed**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
George Wolf-129DW	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	9 to 10	8	1

Program Position #10*Operator:* School District**PROGRAM DETAILS***Type:* ClassandPosition*Implementation Date:* August 31, 2015*Reason for the proposed change:* Student ages and grade levels have changed**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
George Wolf-124TV	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	10 to 10	6	0.3
George Wolf-124TV	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	10 to 10	2	0.7

Program Position #11*Operator:* School District**PROGRAM DETAILS***Type:* ClassandPosition*Implementation Date:* August 31, 2015

Reason for the proposed change: Student ages and grade levels have changed

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
George Wolf-121TW	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	6 to 10	43	1
Justification: Students that exceed the age range are not in the room at the same time. 24 of the 43 students receive Speech and Language as a Related Service.							

Program Position #12

Operator: School District

PROGRAM DETAILS

Type: ClassandPosition

Implementation Date: August 31, 2015

Average square feet in regular classrooms: 841 sq. ft.

Square footage of this classroom: 594 sq. ft. (22 feet long x 27 feet wide)

Reason for the proposed change: Classroom change was due to the opening of the new Middle School.

Student ages and grade levels have changed.

Present Class Location: 207B

Proposed Class Location: 133

Length of time class has been in present location: 6 years

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Middle School-133MP	A Middle School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	10 to 14	45	1
Justification: Students that exceed the age range are not in the room at the same time. 30 of the 45 students receive Speech and Language as a Related Service.							

Program Position #13

Operator: Intermediate Unit

PROGRAM DETAILS

Type: ClassandPosition

Implementation Date: August 31, 2015

Average square feet in regular classrooms: 852 sq. ft.

Square footage of this classroom: 660 sq. ft. (30 feet long x 22 feet wide)

Reason for the proposed change: Student ages and grade levels have changed.

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
High School-1321BY	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Deaf and Hearing Impaired Support	14 to 17	2	0.5

Program Position #14*Operator: School District***PROGRAM DETAILS***Type: ClassandPosition**Implementation Date: August 31, 2015**Reason for the proposed change: Student ages and grade levels have changed***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
High School-1177SD	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	15 to 18	26	0.8
1177SD	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	16 to 16	1	0.2

Program Position #15*Operator: School District***PROGRAM DETAILS***Type: ClassandPosition**Implementation Date: August 31, 2015**Reason for the proposed change: Student ages and grade levels have changed***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
High School-1177TH	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	15 to 19	31	0.8
High School-1177TH	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	17 to 17	1	0.2

Program Position #16*Operator: School District***PROGRAM DETAILS***Type: ClassandPosition**Implementation Date: August 31, 2015**Average square feet in regular classrooms: 852 sq. ft.**Square footage of this classroom: 666 sq. ft. (37 feet long x 18 feet wide)**Reason for the proposed change: Student ages and grade levels have changed.***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
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High School-1162JK	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	19 to 19	2	0.2
High School-1162JK	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 17	13	0.8

Program Position #17*Operator:* School District**PROGRAM DETAILS***Type:* ClassandPosition*Implementation Date:* August 31, 2015*Reason for the proposed change:* Student ages and grade levels have changed**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
High School-1325RS	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	14 to 17	3	0.2
High School-1325RS	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	13 to 19	14	0.8
Justification: Age range variance is listed in students' IEP's.							

Program Position #18*Operator:* School District**PROGRAM DETAILS***Type:* ClassandPosition*Implementation Date:* August 31, 2015*Reason for the proposed change:* Student ages and grade levels have changed**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
High School-1327SS	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	15 to 17	11	0.5
High School-1327SS	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	15 to 15	2	0.5

Program Position #19*Operator:* School District

PROGRAM DETAILS*Type: ClassandPosition**Implementation Date: August 31, 2015**Reason for the proposed change: Student ages and grade levels have changed***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
High School-1410CZ	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	13 to 17	13	0.5
High School-1410CZ	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	15 to 15	2	0.5

Program Position #20*Operator: School District***PROGRAM DETAILS***Type: ClassandPosition**Implementation Date: August 31, 2015**Reason for the proposed change: Student ages and grade levels have changed***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
High School-1502NF	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	14 to 18	28	1

Program Position #21*Operator: School District***PROGRAM DETAILS***Type: ClassandPosition**Implementation Date: August 31, 2015**Reason for the proposed change: Student ages and grade levels have changed***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
High School-1502DR	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	14 to 17	31	1

Program Position #22*Operator: School District***PROGRAM DETAILS***Type: ClassandPosition**Implementation Date: August 31, 2015**Average square feet in regular classrooms: 852 sq. ft.*

Square footage of this classroom: 740 sq. ft. (37 feet long x 20 feet wide)

Reason for the proposed change: Classroom change was due to programming changes at the High School.

Student ages and grade levels have changed.

Present Class Location: 2106

Proposed Class Location: 2207

Length of time class has been in present location: 3 years

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
High School-2207DK	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	13 to 18	14	0.5
Justification: Age range variance is listed in students' IEP's.							
High School-2207DK	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 15	2	0.5

Program Position #23

Operator: School District

PROGRAM DETAILS

Type: ClassandPosition

Implementation Date: August 31, 2015

Average square feet in regular classrooms: 852 sq. ft.

Square footage of this classroom: 748 sq. ft. (34 feet long x 22 feet wide)

Reason for the proposed change: Classroom change was due to programming changes at the High School.

Student ages and grade levels have changed

Present Class Location: 2202

Proposed Class Location: 2219

Length of time class has been in present location: 3 years

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
High School-2219DI	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Emotional Support	15 to 17	4	0.3
High School-2219DI	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Emotional Support	16 to 17	3	0.5
High School-2219DI	A Senior High School Building	A building in which General Education	Itinerant	Learning Support	15 to 18	7	0.2

		programs are operated					
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Program Position #24*Operator:* School District**PROGRAM DETAILS***Type:* Class and Position*Implementation Date:* August 31, 2015*Average square feet in regular classrooms:* 852 sq. ft.*Square footage of this classroom:* 780 sq. ft. (30 feet long x 26 feet wide)*Reason for the proposed change:* Classroom change was due to programming changes at the High School.

Student ages and grade levels have changed

Present Class Location: 2211*Proposed Class Location:* 1417*Length of time class has been in present location:* 3 years**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
High School-1417JI	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	14 to 18	12	0.5
High School-1417JI	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 16	4	0.5

Program Position #25*Operator:* School District**PROGRAM DETAILS***Type:* Class and Position*Implementation Date:* August 31, 2015*Reason for the proposed change:* Student ages and grade levels have changed**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
High School-2206BG	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	15 to 18	9	0.2
High School-2206BG	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 17	6	0.8

Program Position #26*Operator:* School District**PROGRAM DETAILS**

Type: ClassandPosition

Implementation Date: August 31, 2015

Reason for the proposed change: Student ages and grade levels have changed

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
High School-2217MS	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Emotional Support	15 to 17	5	0.6
High School-2217MS	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	15 to 17	8	0.2
High School-2217MS	A Senior High School Building	A building in which General Education programs are operated	Full-Time Special Education Class	Learning Support	18 to 18	1	0.2

Program Position #27

Operator: School District

PROGRAM DETAILS

Type: ClassandPosition

Implementation Date: August 31, 2015

Average square feet in regular classrooms: 852 sq. ft.

Square footage of this classroom: 756 sq. ft. (27 feet long x 28 feet wide)

Reason for the proposed change: Classroom change was due to programming changes at the High School.

Student ages and grade levels have changed

Present Class Location: 2302

Proposed Class Location: 1315

Length of time class has been in present location: 3 years

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
High School-1315JC	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	14 to 15	6	0.2
High School-1315JC	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Emotional Support	16 to 17	2	0.2
High School-1315JC	A Senior High School Building	A building in which General Education programs are	Supplemental (Less Than 80% but More Than 20%)	Emotional Support	14 to 17	4	0.6

		operated					
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Program Position #28*Operator:* Intermediate Unit**PROGRAM DETAILS***Type:* ClassandPosition*Implementation Date:* August 31, 2015*Average square feet in regular classrooms:* 841 sq. ft.*Square footage of this classroom:* 648 sq. ft. (24 feet long x 27 feet wide)*Reason for the proposed change:* Student ages and grade levels have changed*Present Class Location:* 139*Proposed Class Location:* 135*Length of time class has been in present location:* 3 years**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Middle School-135GT	A Middle School Building	A building in which General Education programs are operated	Itinerant	Blind or Visually Impaired Support	13 to 13	1	1

Program Position #29*Operator:* School District**PROGRAM DETAILS***Type:* ClassandPosition*Implementation Date:* August 31, 2015*Reason for the proposed change:* Student ages and grade levels have changed**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Lehigh-136KR	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	5 to 10	37	1

Justification: Students that exceed the age range are not in the room at the same time. 14 of the 37 students receive Speech and Language as a Related Service.

Program Position #30*Operator:* School District**PROGRAM DETAILS***Type:* ClassandPosition*Implementation Date:* August 31, 2015*Average square feet in regular classrooms:* 839 sq. ft.*Square footage of this classroom:* 342 sq. ft. (19 feet long x 18 feet wide)

Reason for the proposed change: Classroom change was due to restructuring of the elementary programming due to 6th grade now being part of the new Middle School. Student ages and grade levels have changed.

Present Class Location: 134

Proposed Class Location: 139

Length of time class has been in present location: 2014-2015 School Year

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Lehigh-139MK	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	7 to 7	3	0.2
Lehigh-139MK	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	5 to 7	3	0.8

Program Position #31

Operator: School District

PROGRAM DETAILS

Type: ClassandPosition

Implementation Date: August 31, 2015

Average square feet in regular classrooms: 839 sq. ft.

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

Reason for the proposed change: Classroom change was due to restructuring of the elementary programming due to 6th grade now being part of the new Middle School. Student ages and grade levels have changed.

Present Class Location: 131

Proposed Class Location: 011

Length of time class has been in present location: 3 years

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Lehigh-011CC	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	9 to 11	12	1

Program Position #32

Operator: School District

PROGRAM DETAILS

Type: ClassandPosition

Implementation Date: August 31, 2015

Average square feet in regular classrooms: 839 sq. ft.

Square footage of this classroom: 748 sq. ft. (34 feet long x 22 feet wide)

Reason for the proposed change: Classroom change was due to restructuring of the elementary programming due to 6th grade now being part of the new Middle School. Student ages and grade levels have changed.

Present Class Location: 152

Proposed Class Location: 149

Length of time class has been in present location: 6 years

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Lehigh-149AM	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	8 to 8	7	0.3
Lehigh-149AM	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	8 to 8	2	0.7

Program Position #33

Operator: School District

PROGRAM DETAILS

Type: ClassandPosition

Implementation Date: August 31, 2015

Average square feet in regular classrooms: 839 sq. ft.

Square footage of this classroom: 728 sq. ft. (28 feet long x 26 feet wide)

Reason for the proposed change: Classroom change was due to restructuring of the elementary programming due to 6th grade now being part of the new Middle School. Student ages and grade levels have changed.

Present Class Location: 139

Proposed Class Location: 146

Length of time class has been in present location: 3 years

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Lehigh-146CH	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	9 to 10	8	0.5
Lehigh-146CH	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	8 to 9	2	0.5

Program Position #34

Operator: School District

PROGRAM DETAILS

Type: ClassandPosition

Implementation Date: August 31, 2015

Reason for the proposed change: Student ages and grade levels have changed

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Borough-Franklin 207TT	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	5 to 5	2	1

Program Position #35

Operator: School District

PROGRAM DETAILS

Type: ClassandPosition

Implementation Date: August 31, 2015

Average square feet in regular classrooms: 850 sq. ft.

Square footage of this classroom: 625 sq. ft. (25 feet long x 25 feet wide)

Reason for the proposed change: Classroom change was due to restructuring of the elementary programming due to 6th grade now being part of the new Middle School. Student ages and grade levels have changed.

Present Class Location: 217

Proposed Class Location: 316

Length of time class has been in present location: 3 years

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Borough-Siegfried 316BG	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	10 to 10	3	0.2
Borough-Siegfried 316BG	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	10 to 11	10	0.8

Program Position #36

Operator: School District

PROGRAM DETAILS

Type: ClassandPosition

Implementation Date: August 31, 2015

Average square feet in regular classrooms: 850 sq. ft.

Square footage of this classroom: 625 sq. ft. (25 feet long x 25 feet wide)

Reason for the proposed change: Classroom change was due to restructuring of the elementary programming due to 6th grade now being part of the new Middle School.

Student ages and grade levels have changed.

Present Class Location: 216

Proposed Class Location: 323

Length of time class has been in present location: 2014-2015 School Year

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Borough-Siegfried 323SO	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	7 to 7	6	0.3
Borough-Siegfried 323SO	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	7 to 7	4	0.7

Program Position #37

Operator: School District

PROGRAM DETAILS

Type: ClassandPosition

Implementation Date: August 31, 2015

Average square feet in regular classrooms: 850 sq. ft.

Square footage of this classroom: 792 sq. ft. (33 feet long x 24 feet wide)

Reason for the proposed change: Classroom change was due to restructuring of the elementary programming due to 6th grade now being part of the new Middle School. Student ages and grade levels have changed.

Present Class Location: 317

Proposed Class Location: 210

Length of time class has been in present location: 2014-2015 School Year

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Borough-Siegfried 210CW	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	8 to 9	9	0.3
Borough-Siegfried 210CW	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	7 to 9	8	0.7

Program Position #38

Operator: School District

PROGRAM DETAILS

Type: ClassandPosition

Implementation Date: August 31, 2015

Average square feet in regular classrooms: 850 sq. ft.

Square footage of this classroom: 702 sq. ft. (27 feet long x 26 feet wide)

Reason for the proposed change: Classroom change was due to restructuring of the elementary programming due to 6th grade now being part of the new Middle School. Student ages and grade levels have changed.

Present Class Location: 204

Proposed Class Location: 217

Length of time class has been in present location: 3 years

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Borough-Siegfried 217LC	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	5 to 9	46	1
Justification: Students that exceed the age range are not in the room at the same time. 21 of the 46 students receive Speech and Language as a Related Service.							

Program Position #39

Operator: School District

PROGRAM DETAILS

Type: ClassandPosition

Implementation Date: August 31, 2015

Average square feet in regular classrooms: 850 sq. ft.

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

Reason for the proposed change: Classroom change was due to restructuring of the elementary programming due to 6th grade now being part of the new Middle School. Student ages and grade levels have changed.

Present Class Location: 323

Proposed Class Location: 106

Length of time class has been in present location: 3

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Borough-Siegfried 106AD	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	6 to 6	2	0.3
Borough-Siegfried 106AD	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	6 to 6	4	0.7

Program Position #40*Operator: School District***PROGRAM DETAILS***Type: ClassandPosition**Implementation Date: August 31, 2015**Average square feet in regular classrooms: 850 sq. ft.**Square footage of this classroom: 972 sq. ft. (36 feet long x 27 feet wide)**Reason for the proposed change: Classroom change was due to restructuring of the elementary programming due to 6th grade now being part of the new Middle School. Student ages and grade levels have changed.**Present Class Location: 208**Proposed Class Location: 305**Length of time class has been in present location: 2014-2015 School Year***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Borough-Siegfried 305AG	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	8 to 10	9	0.25
Borough-Siegfried 305AG	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	8 to 9	8	0.75

Program Position #41*Operator: School District***PROGRAM DETAILS***Type: ClassandPosition**Implementation Date: August 31, 2015**Average square feet in regular classrooms: 670 sq. ft.**Square footage of this classroom: 837 sq. ft. (31 feet long x 27 feet wide)**Reason for the proposed change: Classroom change was due to the opening of the new Middle School.**Student ages and grade levels have changed.**Present Class Location: 101A**Proposed Class Location: 379**Length of time class has been in present location: 2 years***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Middle School-379MD	A Middle School Building	A building in which General Education	Supplemental (Less Than 80% but More Than	Life Skills Support	11 to 12	4	0.4

		programs are operated	20%)				
Middle School-379MD	A Middle School Building	A building in which General Education programs are operated	Full-Time Special Education Class	Life Skills Support	13 to 14	2	0.4
Middle School-379MD	A Middle School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Autistic Support	12 to 12	1	0.2

Program Position #42*Operator:* School District**PROGRAM DETAILS***Type:* ClassandPosition*Implementation Date:* August 31, 2015*Average square feet in regular classrooms:* 670 sq. ft.*Square footage of this classroom:* 567 sq. ft. (27 feet long x 21 feet wide)*Reason for the proposed change:* Classroom change was due to the opening of the new Middle School.*Student ages and grade levels have changed.**Present Class Location:* 101B*Proposed Class Location:* 212*Length of time class has been in present location:* 6 years**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Middle School-212PH	A Middle School Building	A building in which General Education programs are operated	Itinerant	Learning Support	14 to 14	1	0.2
Middle School-212PH	A Middle School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	12 to 13	12	0.8

Program Position #43*Operator:* School District**PROGRAM DETAILS***Type:* ClassandPosition*Implementation Date:* August 31, 2015*Average square feet in regular classrooms:* 670 sq. ft.*Square footage of this classroom:* 567 sq. ft. (27 feet long x 21 feet wide)*Reason for the proposed change:* Classroom change was due to the opening of the new Middle School.*Student ages and grade levels have changed.**Present Class Location:* 103A

Proposed Class Location: 312

Length of time class has been in present location: 6 years

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Middle School-312DK	A Middle School Building	A building in which General Education programs are operated	Itinerant	Learning Support	13 to 14	4	0.2
Middle School-312DK	A Middle School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	13 to 14	12	0.8

Program Position #44

Operator: School District

PROGRAM DETAILS

Type: ClassandPosition

Implementation Date: August 31, 2015

Average square feet in regular classrooms: 670 sq. ft.

Square footage of this classroom: 572 sq. ft. (22 feet long x 26 feet wide)

Reason for the proposed change: Classroom change was due to the opening of the new Middle School.

Student ages and grade levels have changed.

Present Class Location: 106A

Proposed Class Location: 216

Length of time class has been in present location: 6 years

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Middle School-216MPap	A Middle School Building	A building in which General Education programs are operated	Itinerant	Learning Support	10 to 14	10	0.3
Middle School-216MPap	A Middle School Building	A building in which General Education programs are operated	Itinerant	Autistic Support	12 to 12	1	0.3
Middle School-216MPap	A Middle School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	11 to 11	1	0.4

Program Position #45

Operator: School District

PROGRAM DETAILS

Type: ClassandPosition

Implementation Date: August 31, 2015

Average square feet in regular classrooms: 670 sq. ft.

Square footage of this classroom: 756 sq. ft. (28 feet long x 27 feet wide)

Reason for the proposed change: Classroom change was due to the opening of the new Middle School.

Student ages and grade levels have changed.

Present Class Location: 118A

Proposed Class Location: 310

Length of time class has been in present location: 3 years

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Middle School-310AB	A Middle School Building	A building in which General Education programs are operated	Itinerant	Learning Support	12 to 14	15	1

Program Position #46

Operator: School District

PROGRAM DETAILS

Type: ClassandPosition

Implementation Date: August 31, 2015

Average square feet in regular classrooms: 670 sq. ft.

Square footage of this classroom: 572 sq. ft. (22 feet long x 26 feet wide)

Reason for the proposed change: Classroom change was due to the opening of the new Middle School.

Student ages and grade levels have changed.

Present Class Location: 202A

Proposed Class Location: 316

Length of time class has been in present location: 3 years

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Middle School-316BL	A Middle School Building	A building in which General Education programs are operated	Itinerant	Learning Support	12 to 14	17	1

Program Position #47

Operator: School District

PROGRAM DETAILS

Type: ClassandPosition

Implementation Date: August 31, 2015

Average square feet in regular classrooms: 670 sq. ft.

Square footage of this classroom: 756 sq. ft. (28 feet long x 27 feet wide)

Reason for the proposed change: Classroom change was due to the opening of the new Middle School.

Student ages and grade levels have changed.

Present Class Location: 202A

Proposed Class Location: 110

Length of time class has been in present location: 2014-2015 School Year

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Middle School-110LT	A Middle School Building	A building in which General Education programs are operated	Itinerant	Learning Support	10 to 12	19	1

Program Position #48

Operator: School District

PROGRAM DETAILS

Type: ClassandPosition

Implementation Date: August 31, 2015

Average square feet in regular classrooms: 670 sq. ft.

Square footage of this classroom: 728 sq. ft. (28 feet long x 26 feet wide)

Reason for the proposed change: Classroom change was due to the opening of the new Middle School.

Student ages and grade levels have changed.

Present Class Location: 231B

Proposed Class Location: 218

Length of time class has been in present location: 3 years

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Middle School-218LA	A Middle School Building	A building in which General Education programs are operated	Itinerant	Learning Support	11 to 13	16	1

Program Position #49

Operator: School District

PROGRAM DETAILS

Type: ClassandPosition

Implementation Date: August 31, 2015

Average square feet in regular classrooms: 670 sq. ft.

Square footage of this classroom: 756 sq. ft. (28 feet long x 27 feet wide)

Reason for the proposed change: Classroom change was due to the opening of the new Middle School.

Student ages and grade levels have changed.

Present Class Location: 232B

Proposed Class Location: 210

Length of time class has been in present location: 6 years

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Middle School-210DF	A Middle School Building	A building in which General Education programs are operated	Itinerant	Learning Support	12 to 13	17	0.6
Middle School-210DF	A Middle School Building	A building in which General Education programs are operated	Itinerant	Autistic Support	12 to 12	1	0.4

Program Position #50*Operator:* School District**PROGRAM DETAILS***Type:* ClassandPosition*Implementation Date:* August 31, 2015*Average square feet in regular classrooms:* 670 sq. ft.*Square footage of this classroom:* 567 sq. ft. (27 feet long x 21 feet wide)*Reason for the proposed change:* Classroom change was due to the opening of the new Middle School.*Student ages and grade levels have changed.**Present Class Location:* 236B*Proposed Class Location:* 112*Length of time class has been in present location:* 3 years**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Middle School-112JB	A Middle School Building	A building in which General Education programs are operated	Itinerant	Learning Support	11 to 11	5	0.2
Middle School-112JB	A Middle School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	11 to 12	13	0.8

Program Position #51*Operator:* Intermediate Unit**PROGRAM DETAILS***Type:* ClassandPosition*Implementation Date:* August 31, 2015*Average square feet in regular classrooms:* 876 sq. ft.*Square footage of this classroom:* 80 sq. ft. (10 feet long x 8 feet wide)*Justification:* Compliance for classroom size was marked as inappropriate.*Explain any unchecked boxes for facilities questions:* Small group instruction room.*Only one student in the room at a time.***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
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George Wolf-111BY	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Deaf and Hearing Impaired Support	9 to 9	1	0.5
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Program Position #52*Operator:* School District**PROGRAM DETAILS***Type:* ClassandPosition*Implementation Date:* August 31, 2015*Average square feet in regular classrooms:* 852 sq. ft.*Square footage of this classroom:* 1080 sq. ft. (40 feet long x 27 feet wide)**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
High School-2201JG	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	15 to 15	1	0.2
High School-2201JG	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 15	5	0.6
High School-2201JG	A Senior High School Building	A building in which General Education programs are operated	Full-Time Special Education Class	Learning Support	15 to 15	1	0.2

Special Education Support Services

Support Service	Location	Teacher FTE
Special Education Director	District-wide	1
Special Education Paraprofessionals	Northampton Area High School	14
Special Education Paraprofessionals	George Wolf Elementary School	7
Special Education Paraprofessionals	Lehigh Elementary School	5
Special Education Paraprofessionals	Northampton Area Middle School	12
Special Education Paraprofessionals	Moore Elementary School	8
Special Education Paraprofessionals	Northampton Borough Elementary Schools	8
Assistant Director of Special	District-wide	1

Education		
Assistive Technology Assistant	District-wide	1
Lead Teacher	George Wolf Elementary School & Lehigh Elementary School	1
Lead Teacher	Moore Elementary School	0.5
Lead Teacher	Northampton Area High School	1
Lead Teacher	Northampton Area Middle School	1
School Psychologist	Northampton Area Middle School	1
School Psychologist	George Wolf Elementary School & Grade 9 at High School	1
School Psychologist	Northampton Area High School	1
School Psychologist	Borough Elementary School	1
Lead Teacher	Borough Elementary School	0.5
School Psychologist	Lehigh Elementary and Moore Elementary	1
Transition Coordinator	Middle School and High School	1

Special Education Contracted Services

Special Education Contracted Services	Operator	Amt of Time per Week
Speech and Language Teacher	Outside Contractor	28 Hours
Orientation and Mobility Services	Intermediate Unit	2 Hours
Occupational Therapy Services	Outside Contractor	26.5 Hours
Physical Therapy Services	Outside Contractor	4.5 Hours
Adaptive Physical Education Services	Intermediate Unit	21 Hours
Hearing Support	Intermediate Unit	6 Hours
Psychiatric Services	Intermediate Unit	12 Hours
Vision Support	Intermediate Unit	60 Minutes
Licensed Social Worker	Intermediate Unit	13 Hours
Itinerant Autistic Support Teacher	Intermediate Unit	37 Hours
Associate Teachers	Intermediate Unit	37 Hours
Psychological Services	Outside Contractor	8 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:

After reviewing the school level data regarding accomplishments and challenges, two District-wide patterns have been recognized. First, there is a need for increased literacy support at the elementary level, especially in the area of writing instruction, and, secondly, there is a need for secondary support in mathematics and science.

Throughout the school year, all levels will continue to gather benchmark information in mathematics, science, writing, and reading in order to analyze and revise building level action plans to address reading, writing, science, and mathematics student achievement on an on-going basis.

District Accomplishments

Accomplishment #1:

The Northampton Area High School increased its School Performance Profile from an SPP of 72 to an SPP of 77. For attendance, the District achieved overall above 95% (attendance threshold is 90%).

For graduation rate, the District achieved a rate of over 90% (graduation threshold is 80%). For participation rate, the District achieved 95% and above at all levels and in all sub-groups (participation threshold is 95%). School participation rates: High School - 98.6%, Middle School - 99.6%, Borough Elementary - 99.8%, George Wolf Elementary - 100%, Lehigh Elementary - 100%, Moore Elementary - 100%.

Accomplishment #2:

The District has successfully implemented School Wide Positive Behavior Support (SWPBS) and No Place for Hate in all buildings throughout the District. All District buildings have successfully implemented Tiers 1 and 2 of SWPBS and are working toward implementation of Tier 3. The District will continue to implement SWPBS and No Place for Hate throughout the District, expanding and refining procedures and implementing Olweus Bullying Prevention in all buildings following the District action plans.

Accomplishment #3:

The District continues to implement the Keystones to Opportunity Grant (Striving Readers Grant) and is in Year 4 of the Grant. Through this grant and in partnership with Community Resources for Children/Head Start, the District is providing a preschool to service Northampton Area School District students. The District has developed and implemented a Local Comprehensive Literacy Plan - Birth to Grade 12, which includes the components of literacy, writing, transitions, and special education. KtO goals include: Improve literacy learning outcomes to increase achievement of students in danger of academic failure, create a culture of data-driven decision making, and infuse digital technology and Universal Design for Learning (UDL) to address student learning challenges.

Accomplishment #4:

The District has successfully completed a multi-year middle school project. The new Northampton Area Middle School is a district changing event which has added a vast array of resources to the district including the new technologies of robotics instruction, 3D printing, and laser engraving. New athletic facilities have been added and are available for use by all students in the district and include a new stadium, new gymnasiums and fitness center, and new natatorium. The project has also enhanced the learning environment for students with new science labs, technology throughout the building, and related arts resources including a large group instruction/multi-media area, acoustically designed music facilities, a tv studio, state of the art library and art facilities, and an inner court yard with a music performance area.

Accomplishment #5:

Northampton Area School District continues to enhance technology by incorporating collaboration, communication, and connectivity in all classrooms throughout the District. All staff and students, grades K-12, have access to 21st century productivity tools through the successful implementation of the learning management system Schoology which is used to enhance instruction in all classrooms throughout the District and to provide a 24/7 learning environment for students. Additionally, the District is piloting a 1:1 technology initiative at the middle school for students in grade 6 in order to investigate enhancing technology use throughout the District. The technology division continues to collaborate with the curriculum and instruction division to provide technology enhanced inquiry based and project based learning which promotes higher level thinking and creative application of content area learning.

District Concerns

Concern #1:

Mathematics achievement - The rigors of the PA Core Mathematics Standards are challenging students across the District who are finding the higher level mathematics concepts and skills difficult. Students struggle with the PA Core Standards and find the course work complex. The district is working to assist students in grades K-8 to perform higher levels of math reasoning and problem solving, and instructors work with students in grades 7-12 to comprehend the complex algebraic tasks assessed in Algebra I.

Concern #2:

Reading and Writing Achievement – The PA Core Standards have significantly increased the rigors and complexity of literacy achievement for students in grades K-12. Students in K-8 are being instructed at higher levels of literary reasoning in both fiction and non fiction texts and are responding in writing at higher levels of logic as the PA Core Standards are implemented across the district. The English Literature PA Core Standards have challenged secondary students with deeper conceptual understandings and higher levels of content knowledge and skills. Students find the sustained tasks in written reasoning and analysis of literature and expository texts demanding.

Concern #3:

District Resources - The District is aware of the lack of revenue from Federal, State, and Local sources and the impact it has on all areas of the District including supplies, equipment, human resources, and programs. The District has been evaluating and will continue to evaluate ways to use resources more effectively and efficiently in order to maximize all District resources.

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:

Mathematics achievement - The rigors of the PA Core Mathematics Standards are challenging students across the District who are finding the higher level mathematics concepts and skills difficult. Students struggle with the PA Core Standards and find the course work complex. The district is working to assist students in grades K-8 to perform higher levels of math reasoning and problem solving, and instructors work with students in grades 7-12 to comprehend the complex algebraic tasks assessed in Algebra I.

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equipment, human resources, and programs. The District has been evaluating and will continue to evaluate ways to use resources more effectively and efficiently in order to maximize all District resources.

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

Aligned Concerns:

Mathematics achievement - The rigors of the PA Core Mathematics Standards are challenging students across the District who are finding the higher level mathematics concepts and skills difficult. Students struggle with the PA Core Standards and find the course work complex. The district is working to assist students in grades K-8 to perform higher levels of math reasoning and problem solving, and instructors work with students in grades 7-12 to comprehend the complex algebraic tasks assessed in Algebra I.

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District Resources - The District is aware of the lack of revenue from Federal, State, and Local sources and the impact it has on all areas of the District including supplies, equipment, human resources, and programs. The District has been evaluating and will continue to evaluate ways to use resources more effectively and efficiently in order to maximize all District resources.

Systemic Challenge #3 (*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:

Mathematics achievement - The rigors of the PA Core Mathematics Standards are challenging students across the District who are finding the higher level mathematics concepts and skills difficult. Students struggle with the PA Core Standards and find the course work complex. The district is working to assist students in grades K-8 to perform

higher levels of math reasoning and problem solving, and instructors work with students in grades 7-12 to comprehend the complex algebraic tasks assessed in Algebra I.

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District Level Plan

Action Plans

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

Indicators of Effectiveness:

Type: Annual

Data Source: Keystone Exams, PSSA

Specific Targets: 2.1 Teachers will know their students' individual learning needs and utilize best practices and instruction to challenge students to develop to their fullest potential. Teachers will use authentic modeling of Differentiated Instructional practices and will collaboratively share Differentiated Instructional methods by identifying the specific needs of all students

Type: Interim

Data Source: DIBELS Next, GRADE benchmark, 4Sight benchmark, Study Island benchmark

Specific Targets: 2.1 Teachers will know their students' individual learning needs and utilize best practices and instruction to challenge students to develop to their fullest potential

Type: Interim

Data Source: Classroom Walkthrough data - fall

Specific Targets: 2.2 All classroom teachers in each school design standards-aligned, differentiated instruction that reflects challenging learning expectations for all students through authentic modeling of differentiated instruction (implementation must be observed)

Type: Annual

Data Source: Classroom Walkthrough data - spring follow-up walkthroughs

Specific Targets: 2.2 All classroom teachers in each school design standards-aligned, differentiated instruction that reflects challenging learning expectations for all students through collaborative sharing of differentiated instruction methods

Type: Interim

Data Source: Classroom Walkthrough Data - fall, local assessment info - spring, meeting minutes of data analysis, grade level, and/or department meetings

Specific Targets: 2.3 The administrative teams of each school have a working knowledge of effective instructional practices appropriate for all grade levels within each school in order to appropriately measure effective instructional practices and successes

Type: Annual

Data Source: PSSA and meeting minutes of data analysis, grade level, and/or department meeting

Specific Targets: 2.3 The administrative teams of each school have a working knowledge of effective instructional practices appropriate for all grade levels within each school in order to appropriately communicate effective instructional practices and successes

Strategies:

2.1 - Strategy: Group students homogeneously by subjects using standardized testing data, class grades, teacher recommendations, grade level, and other applicable data

Description:

Addressing and targeting student needs:

1. Create placement rubric defining criteria based on specific data sources to determine how students will be grouped
 - determine weight given to each of the data sources
 - collect and compile data from sources and place in rubric
2. Place students according to criteria defined by the rubric to focus instruction on student needs
 - group students according to data and rubric recommendations
 - review grouping to determine if placements are appropriate and determine if rubric needs adjustment
 - reflect on student placement based on student classroom and stanperformance

SAS Alignment: Assessment, Instruction, Standards, Curriculum Framework, Materials & Resources, Safe and Supportive Schools

2.2 - Strategy: Increase student engagement to generate genuine learning experiences through meaningful hands-on activities

Description:

Addressing and targeting student needs:

1. Plan and structure in-service time dedicated to the creation of two or three hands-on/project based/inquiry based activities for grade level subject and course criteria.
 - pre-planning meeting for training sessions to include:
 - dynamic representative from every area: elementary grades and secondary departments
 - explanation of initiative
 - organized list of skills/topics/units or interdisciplinary units from which teachers will develop the activities
 - creation of a general plan/format as a template/structure for the presentation
 - teacher in-service presentations
 - teachers are grouped by grade levels/subject areas and in-service will be lead by pre-planning representatives
 - disseminate the lists of skills/topics that were developed during the pre-planning meeting
 - teachers will break into smaller groups to develop various activities for specific topics/skills/etc.
 - generated lists

- activities and their directions will be compiled and disseminated among all teachers by appropriate grades/subjects as soon as possible
- Follow-up and reflection after implementation to determine the degree of student engagement increase/decrease.
- follow-up and reflection can be accomplished during common prep times, data meetings, department/grade level meetings, and/or in-service time

SAS Alignment: Assessment, Instruction, Standards, Curriculum Framework, Materials & Resources, Safe and Supportive Schools

2.3 - Strategy: Increase collaboration amongst teachers and administrators to improve instructional practices that will lead to higher student achievement and create a positive culture for learning in the district

Description:

1. Increase Positive Culture/Climate:
 - elicit more teacher input regarding:
 - teacher surveys at the end of the year to establish teacher requests for grade level(s), subject, schools, etc. (elementary gets these done secondary?)
 - teacher input regarding co-teaching - choice of who co-teaches together, guidelines/standards for partnership, common prep times
 - stability in teaching assignments wherever possible - don't move teachers every year, 3 year minimum teaching assignment/subject or grade, movement after 6-7 years for growth, establish district guidelines
 - when changing grade levels, offer mentorships for major subject areas and level changes, include PD for teachers who change levels (i.e. DIBELS, DRA, Reading/Math programs, etc.)
 - professional development opportunities to include:
 - professional learning communities like book clubs regarding teaching practices (PD time exchange could be extended for these sessions)
 - transitions interaction/collaboration to include:
 - grade level and/or building collaboration to coordinate/facilitate transitions
 - MS KAT would benefit from a grade 5 to 6 transitions meeting
 - increase half days at the end of the school year and use as follows:

- 1 for faculty meetings
- 1 for department/grade level meetings
- 1 for class list construction or placement meetings
- 1 for transitions meetings (grade level to grade level/building to building)
- 1 for teacher day in the classroom (only teacher day in classroom could be an opt-out day not other days)

SAS Alignment: Curriculum Framework, Instruction, Materials & Resources, Safe and Supportive Schools

Implementation Steps:

2.1 - Create placement rubric defining criteria based on specific data sources to determine how students will be grouped

Description:

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 - determine weight given to each of the data sources
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2. Place students according to criteria defined by the rubric to focus instruction on student needs
 - group students according to data and rubric recommendations
 - review grouping to determine if placements are appropriate and determine if rubric needs adjustment
 - reflect on student placement based on student classroom and stanperformance
3. Evidence: Rubric, placement criteria, grouping, reflection

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

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

Supported Strategies:

- 2.1 - Strategy: Group students homogeneously by subjects using standardized testing data, class grades, teacher recommendations, grade level, and other applicable data

2.2 - Plan and structure in-service time dedicated to the creation of two or three hands-on/project based/inquiry based activities for grade level subject and course criteria.

Description:

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 - disseminate the lists of skills/topics that were developed during the pre-planning meeting
 - teachers will break into smaller groups to develop various activities for specific topics/skills/etc.
- generated lists
 - activities and their directions will be compiled and disseminated among all teachers by appropriate grades/subjects as soon as possible
- Follow-up and reflection after implementation to determine the degree of student engagement increase/decrease.
 - follow-up and reflection can be accomplished during common prep times, data meetings, department/grade level meetings, and/or in-service time

Start Date: 9/30/2016 **End Date:** 6/30/2018

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

Supported Strategies:

- 2.1 - Strategy: Group students homogeneously by subjects using standardized testing data, class grades, teacher recommendations, grade level, and other applicable data

2.3 Increase collaboration amongst teachers and administrators to improve instructional practices that will lead to higher student achievement and create a positive culture for learning in the district

Description:

Increase Positive Culture/Climate:

- elicit more teacher input regarding:
 - teacher surveys at the end of the year to establish teacher requests for grade level(s), subject, schools, etc. (elementary gets these does secondary?)
 - teacher input regarding co-teaching - choice of who co-teaches together, guidelines/standards for partnership, common prep times
 - stability in teaching assignments wherever possible - don't move teachers every year, 3 year minimum teaching assignment/subject or grade, movement after 6-7 years for growth, establish district guidelines
 - when changing grade levels, offer mentorships for major subject areas and level changes, include PD for teachers who change levels (i.e. DIBELS, DRA, Reading/Math programs, etc.)
- professional development opportunities to include:
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 - grade level and/or building collaboration to coordinate/facilitate transitions
 - MS KAT would benefit from a grade 5 to 6 transitions meeting
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 - 1 for faculty meetings
 - 1 for department/grade level meetings
 - 1 for class list construction or placement meetings
 - 1 for transitions meetings (grade level to grade level/building to building)
 - 1 for teacher day in the classroom (only teacher day in classroom could be an opt-out day not other days)

Start Date: 8/29/2016 **End Date:** 6/30/2019

Program Area(s): Professional Education

Supported Strategies:

- 2.1 - Strategy: Group students homogeneously by subjects using standardized testing data, class grades, teacher recommendations, grade level, and other applicable data

Goal #2: Establish a district system that fully ensures professional development is focused, comprehensive and implemented with fidelity.

Indicators of Effectiveness:

Type: Annual

Data Source: Needs assessment tool to drive professional development planning

Specific Targets: professional development assessment tool evaluation summaries

Type: Interim

Data Source: Online Formative Professional Development Assessment Tool

Specific Targets: professional development assessment tool evaluation summaries

Strategies:

10.1 - Strategy: Create balance between outside/inside initiatives

Description:

Create a better balance between outside/inside initiatives including teacher needs, administrative needs, grant requirements, and state initiatives using data to revise and/or continue or dismiss initiatives and to choose initiatives.

1. Create a committee including different stakeholders that selects and prioritizes district initiatives keeping in the mix state mandates, district needs, and grant opportunities
 1. form committee
 2. brainstorm needs of district/departments/grade levels
 3. list state mandates
 4. prioritize staff development by mandates and by needs
 5. include teacher-choice options each year so that individuals have the ability to choose staff development and/or collaboration activities to share and reflect in order to meet individual needs
2. Create a survey tool for use by groups to assess new and ongoing needs
 1. form a committee to create survey tool
 2. split survey tools into different categories including individual survey, department level survey, grade level survey, building level survey, content area survey
 3. decide upon vehicle to distribute surveys
 4. decide upon categories to be included in survey (yearly task)
 5. distribute the surveys
 6. collect PD survey data
 7. analyze PD survey data
 8. revise exit PD/staff development evaluation survey tool

SAS Alignment: Standards, Assessment, Curriculum Framework, Instruction, Materials & Resources, Safe and Supportive Schools

10.2 - Strategy: Restructure professional development to include flexible options for teachers to choose areas based on their needs

Description:

Restructure professional development to include flexible options for teachers to choose areas based on their needs:

1. Create a menu of workshops to offer during some professional development
 - research programs offered by other school districts
 - conduct a needs assessment
 - balance required sessions with flexible options
 - create leveled workshops for teachers to choose to meet their expertise level
 - establish continual dialogue with teachers and administrators about wants and needs for PD
2. Recruit and train in-house faculty to facilitate workshops
 - use classroom observations for possible specific workshop trainers
 - contact teachers to prepare and facilitate workshops
 - use in-service feedback to create and implement follow-up sessions

SAS Alignment: Standards, Assessment, Curriculum Framework, Instruction, Materials & Resources, Safe and Supportive Schools

10.3 - Strategy: Provide time to collaborate and reflect regarding curriculum and instruction at different levels and by different departments and/or across levels and departments

Description:

Provide time to collaborate and reflect regarding curriculum and instruction at different levels and by different departments and/or across levels and departments

1. Provide time for staff to collaborate and effectively implement initiatives
 - integrate common planning time within the teacher school day
 - structure collaboration time within professional development time

SAS Alignment: Standards, Assessment, Curriculum Framework, Instruction, Materials & Resources, Safe and Supportive Schools

Implementation Steps:

10.1 - Create a better balance between outside/inside initiatives including teacher needs, administrative needs, grant requirements, and state initiatives using data to revise and/or continue or dismiss initiatives and to choose initiatives.

Description:

1. Create a committee including different stakeholders that selects and prioritizes district initiatives keeping in the mix state mandates, district needs, and grant opportunities
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7. analyze PD survey data
8. revise exit PD/staff development evaluation survey tool

Start Date: 9/30/2016 **End Date:** 6/30/2018

Program Area(s): Professional Education, Teacher Induction, Special Education, Gifted Education

Supported Strategies:

- 10.1 - Strategy: Create balance between outside/inside initiatives
- 10.2 - Strategy: Restructure professional development to include flexible options for teachers to choose areas based on their needs

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Start Date: 9/30/2016 **End Date:** 6/30/2019

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

Supported Strategies:

- 10.3 - Strategy: Provide time to collaborate and reflect regarding curriculum and instruction at different levels and by different departments and/or across levels and departments

10.3 - Provide time to collaborate and reflect regarding curriculum and instruction at different levels and by different departments and/or across levels and departments

Description:

Provide time for staff to collaborate and effectively implement initiatives

- integrate common planning time within the teacher school day
- structure collaboration time within professional development time

Start Date: 9/1/2016 **End Date:** 6/30/2019

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

Supported Strategies:

- 10.1 - Strategy: Create balance between outside/inside initiatives

Goal #3: Establish a district system that fully ensures each member of the district community promotes, enhances and sustains a shared vision of positive school climate and ensures family and community support of student participation in the learning process.

Indicators of Effectiveness:

Type: Interim

Data Source: Stakeholder perception surveys

Specific Targets: Stakeholder perception data

Type: Interim

Data Source: Student and teacher data including student assessment data, achievement data, community contributions data related to either students or teachers

Specific Targets: Student and teacher recognition awards

Type: Annual

Data Source: Online parent/community member/family perception surveys regarding parent/family engagement

Specific Targets: Parent/community member/family perception data

Strategies:

9.1 - Strategy: Establish strong communication and an effective network with our District alumni

Description:

Establish strong communication and an effective network with our District alumni.

1. To increase communications with former members of the school community and collect data on programs and services of the district
 - establish alumni-relations point person to collect data/information and communicate/post information
 - revise/retool the alumni webpage to fix links and make user friendly
 - explore creation of new alumni website (www.classcreator.com)
 - create new Alumni Directory Information Form (may use google forms)
 - promote alumni website and completion of alumni directory
 - inform public via multi-channels of website and directory to encourage alumni participation (website, Twitter, Facebook, Blackboard, newsletters, etc.)
 - keep alumni site updated by establishing a class contact point-person who would be responsible for maintaining each class's information bank

SAS Alignment: Assessment, Curriculum Framework, Instruction, Materials & Resources, Safe and Supportive Schools

9.2 - Strategy: Establish consistent ways to communicate with parents and community members and establish a contact at each

building for communicating individual activities that are happening in each school

Description:

Establish consistent ways to communicate with parents and community members and establish a contact at each building for communicating individual activities that are happening at each building.

1. Expand the use of Sapphire for:
 - kindergarten orientation/ new student orientation, include introduction to Sapphire
 - meet the teacher night/ conferences, include ebook/ technology assistance for parents
 - encourage parents to sign into Sapphire and create/maintain an account
 - could occur at PTA information night where parents sign up right away and receive a tutorial as well as information about ebooks like Wonders, enVisions, etc. (teachers may use their 2 hour obligation for this event)
 - teacher announcements, upcoming assignments, classroom calendar of events, etc.
 - many MS and HS teachers are already using Sapphire for this means of communication
 - elementary teachers need to be trained in how to use this feature (in-service sessions)
2. Create a goal of at least one positive social media post per week per building
 - highlighting a variety of events and departments
3. Update the District Website with more parent and community information regarding technology tools that students use
4. Establish "Classroom Moms/Dads" within each classroom at elementary level to keep classroom parents informed of classroom happenings and involvement activities
5. Communicate/establish that teachers use the "Remind" app to communicate with parents regarding next day events, reminders, etc.

SAS Alignment: Standards, Assessment, Curriculum Framework, Instruction, Materials & Resources, Safe and Supportive Schools

9.3 - Strategy: Provide more parent/community opportunities at each building to help parents/community members see what is going on in the schools and connect with students

Description:

Provide more parent/community opportunities at each building to help parents/community members see what is going on in the schools and connect with students.

1. Bring more parents and community members into the buildings
 - analyze current community involvement by building using principal and teacher input
 - provide interest survey to parents (a checklist of possible events may be easier for parents to respond to)
 - form committees to plan, advertise, implement, and evaluate events per building (include PTA, teachers may use 2 hour obligation to work on committees) to increase parent/community involvement and increase attendance at events
2. Use Twitter on a regular basis for communications
3. Engage students, increase excitement by students motivates parent involvement
4. Offer contests, prizes, food as components of events
5. Provide fun nights like community movie night at buildings
6. Invite local establishments to participate in events like world language night where world foods could be offered
7. Use contacts who are already involved in schools like PTA to help with bringing in more participants
8. Provide a technology night where students help community members with technology questions and needs
9. Provide career days where many careers and colleges are represented to bring community members into the schools and link up with outside post secondary establishments
10. Provide a brainstorming session for HS parents and students regarding opportunities for support, awareness about career options, college application process, scholarship opportunities, how to avoid scams, SAT preparation, local colleges

SAS Alignment: Standards, Assessment, Curriculum Framework, Instruction, Materials & Resources, Safe and Supportive Schools

Implementation Steps:

9.1 - Establish strong communication and an effective network with our District alumni.

Description:

To increase communications with former members of the school community and collect data on programs and services of the district

- establish alumni-relations point person to collect data/information and communicate/post information
- revise/retool the alumni webpage to fix links and make user friendly
- explore creation of new alumni website (www.classcreator.com)
- create new Alumni Directory Information Form (may use google forms)
- promote alumni website and completion of alumni directory
- inform public via multi-channels of website and directory to encourage alumni participation (website, Twitter, Facebook, Blackboard, newsletters, etc.)
- keep alumni site updated by establishing a class contact point-person who would be responsible for maintaining each class's information bank

Start Date: 9/1/2016 **End Date:** 6/30/2019

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

Supported Strategies:

- 9.1 - Strategy: Establish strong communication and an effective network with our District alumni

9.2 - Establish consistent ways to communicate with parents and community members and establish a contact at each building for communicating individual activities that are happening at each building.

Description:

1. Expand the use of Sapphire for:
 - kindergarten orientation/ new student orientation, include introduction to Sapphire
 - meet the teacher night/ conferences, include ebook/ technology assistance for parents
 - encourage parents to sign into Sapphire and create/maintain an account
 - could occur at PTA information night where parents sign up right away and receive a tutorial as well as information about ebooks like Wonders, enVisions, etc. (teachers may use their 2 hour obligation for this event)
 - teacher announcements, upcoming assignments, classroom calendar of events, etc.
 - many MS and HS teachers are already using Sapphire for this means of communication

- elementary teachers need to be trained in how to use this feature (in-service sessions)
2. Create a goal of at least one positive social media post per week per building
 - highlighting a variety of events and departments
 3. Update the District Website with more parent and community information regarding technology tools that students use
 4. Establish "Classroom Moms/Dads" within each classroom at elementary level to keep classroom parents informed of classroom happenings and involvement activities
 5. Communicate/establish that teachers use the "Remind" app to communicate with parents regarding next day events, reminders, etc.

Start Date: 9/1/2016 **End Date:** 6/30/2019

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

Supported Strategies:

- 9.3 - Strategy: Provide more parent/community opportunities at each building to help parents/community members see what is going on in the schools and connect with students

9.3 - Strategy: Provide more parent/community opportunities at each building to help parents/community members see what is going on in the schools and connect with students.

Description:

1. Bring more parents and community members into the buildings
 - analyze current community involvement by building using principal and teacher input
 - provide interest survey to parents (a checklist of possible events may be easier for parents to respond to)
 - form committees to plan, advertise, implement, and evaluate events per building (include PTA, teachers may use 2 hour obligation to work on committees) to increase parent/community involvement and increase attendance at events
2. Use Twitter on a regular basis for communications
3. Engage students, increase excitement by students motivates parent involvement
4. Offer contests, prizes, food as components of events
5. Provide fun nights like community movie night at buildings

6. Invite local establishments to participate in events like world language night where world foods could be offered
7. Use contacts who are already involved in schools like PTA to help with bringing in more participants
8. Provide a technology night where students help community members with technology questions and needs
9. Provide career days where many careers and colleges are represented to bring community members into the schools and link up with outside post secondary establishments
10. Provide a brainstorming session for HS parents and students regarding opportunities for support, awareness about career options, college application process, scholarship opportunities, how to avoid scams, SAT preparation, local colleges

Start Date: 9/1/2016 **End Date:** 6/30/2019

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

Supported Strategies:

- 9.2 - Strategy: Establish consistent ways to communicate with parents and community members and establish a contact at each building for communicating individual activities that are happening in each school

Appendix: Professional Development Implementation

Step Details

LEA Goals Addressed:		#1 Establish a district system that fully ensures the consistent implementation of effective instructional practices across all classrooms in each school.	Strategy #1: 2.1 - Strategy: Group students homogeneously by subjects using standardized testing data, class grades, teacher recommendations, grade level, and other applicable data
Start	End	Title	Description
9/1/2016	6/30/2017	2.1 - Create placement rubric defining criteria based on specific data sources to determine how students will be grouped	<ol style="list-style-type: none"> 1. Create placement rubric defining criteria based on specific data sources to determine how students will be grouped <ul style="list-style-type: none"> ○ determine weight given to each of the data sources ○ collect and compile data from sources and place in rubric 2. Place students according to criteria defined by the rubric to focus instruction on student needs <ul style="list-style-type: none"> ○ group students according to data and rubric recommendations ○ review grouping to determine if placements are appropriate and determine if rubric needs adjustment ○ reflect on student placement based on student classroom and stanperformance 3. Evidence: Rubric, placement criteria, grouping, reflection

Person Responsible	SH	S	EP	Provider	Type	App.
Lydia Hanner, Director of Curriculum and Instruction	3.0	3	400	District	School Entity	Yes

Knowledge Identification of specific needs of students

Supportive Research Addressing and targeting the needs of students

Designed to Accomplish

For classroom teachers, school counselors and education specialists:

Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.
Empowers educators to work effectively with parents and community partners.

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

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

Training Format Series of Workshops
School Whole Group Presentation

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

LEA Goals Addressed:	#1 Establish a district system that fully ensures the consistent implementation of effective instructional practices across all classrooms in each school.	Strategy #1: 2.1 - Strategy: Group students homogeneously by subjects using standardized testing data, class grades, teacher recommendations, grade level, and other applicable data
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Start	End	Title	Description
9/30/2016	6/30/2018	2.2 - Plan and structure in-service time dedicated to the creation of two or three hands-on/project based/inquiry based activities for grade level subject and course criteria.	<p>Plan and structure in-service time dedicated to the creation of two or three hands-on/project based/inquiry based activities for grade level subject and course criteria.</p> <ul style="list-style-type: none"> • pre-planning meeting for training sessions to include: <ul style="list-style-type: none"> ○ dynamic representative from every area: elementary grades and secondary departments ○ explanation of initiative ○ organized list of skills/topics/units or interdisciplinary units from which teachers will develop the activities ○ creation of a general plan/format as a template/structure for the presentation • teacher in-service presentations <ul style="list-style-type: none"> ○ teachers are grouped by grade levels/subject areas and in-service will be lead by pre-planning representatives ○ disseminate the lists of skills/topics that were developed during the pre-planning meeting ○ teachers will break into smaller groups to develop various activities

for specific topics/skills/etc.

- generated lists
 - activities and their directions will be compiled and disseminated among all teachers by appropriate grades/subjects as soon as possible
- Follow-up and reflection after implementation to determine the degree of student engagement increase/decrease.
 - follow-up and reflection can be accomplished during common prep times, data meetings, department/grade level meetings, and/or in-service time

Person Responsible	SH	S	EP	Provider	Type	App.
Reading/Writing Supervisor and Math/Science Supervisor	3.0	4	400	District	School Entity	Yes

Knowledge knowledge in student engagement and meeting student needs

Supportive Research Danielson Framework - Instruction - student engagement - inquiry and project based learning

Designed to Accomplish

For classroom teachers, school counselors and education specialists:

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

For school and district administrators, and other educators seeking leadership roles:	Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania’s academic standards.		
	Provides leaders with the ability to access and use appropriate data to inform decision-making.		
	Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.		
	Instructs the leader in managing resources for effective results.		
Training Format	Series of Workshops Department Focused Presentation Professional Learning Communities		
Participant Roles	Classroom teachers Principals / Asst. Principals School counselors New Staff Other educational specialists	Grade Levels	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
Follow-up Activities	Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers Analysis of student work,	Evaluation Methods	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. Student PSSA data

with administrator and/or peers
 Creating lessons to meet
 varied student learning styles
 Peer-to-peer lesson
 discussion
 Lesson modeling with
 mentoring
 Joint planning period
 activities
 Journaling and reflecting

Classroom student assessment data
 Participant survey
 Review of participant lesson plans
 Review of written reports
 summarizing instructional activity

LEA Goals Addressed:	#1 Establish a district system that fully ensures professional development is focused, comprehensive and implemented with fidelity.	Strategy #1: 10.1 - Strategy: Create balance between outside/inside initiatives
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Start	End	Title	Description Provide time for staff to collaborate and effectively implement initiatives				
9/1/2016	6/30/2019	10.3 - Provide time to collaborate and reflect regarding curriculum and instruction at different levels and by different departments and/or across levels and departments	<ul style="list-style-type: none"> • integrate common planning time within the teacher school day • structure collaboration time within professional development time 				
	Person Responsible	SH	S	EP	Provider	Type	App.

Building and District Administrators in collaboration	1	20	400	District	School Entity	Yes
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Knowledge

All components of the Danielson Framework will be address including planning and preparation, classroom environment, instruction, and professionalism

Supportive Research

Danielson Framework including planning and preparation, classroom environment, instruction, and professionalism, with special emphasis on student engagement

Designed to Accomplish

For classroom teachers, school counselors and education specialists:

Enhances the educator's content knowledge in the area of the educator's certification or assignment.

Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.

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

Empowers educators to work effectively with parents and community partners.

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

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

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

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

Instructs the leader in managing resources for effective results.

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

LEA Goals Addressed:	#1 Establish a district system that fully ensures each member of the district community promotes, enhances and sustains a shared vision of positive school climate and ensures family and community support of student participation in the learning process.	Strategy #1: 9.3 - Strategy: Provide more parent/community opportunities at each building to help parents/community members see what is going on in the schools and connect with students
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Start	End	Title	Description
			<ol style="list-style-type: none"> Expand the use of Sapphire for: <ul style="list-style-type: none"> kindergarten orientation/ new student orientation, include introduction to Sapphire meet the teacher night/ conferences, include ebook/ technology assistance for parents encourage parents to sign into Sapphire and create/maintain an account <ul style="list-style-type: none"> could occur at PTA information night where parents sign up right away and receive a tutorial as well as information about ebooks like Wonders, enVisions, etc. (teachers may use their 2 hour obligation for this event) teacher announcements, upcoming assignments, classroom calendar of events, etc. <ul style="list-style-type: none"> many MS and HS teachers are already using Sapphire for this means of communication elementary teachers need to be trained in how to use this
9/1/2016	6/30/2019	9.2 - Establish consistent ways to communicate with parents and community members and establish a contact at each building for communicating individual activities that are happening at each building.	

feature (in-service sessions)

2. Create a goal of at least one positive social media post per week per building
 - highlighting a variety of events and departments
3. Update the District Website with more parent and community information regarding technology tools that students use
4. Establish "Classroom Moms/Dads" within each classroom at elementary level to keep classroom parents informed of classroom happenings and involvement activities
5. Communicate/establish that teachers use the "Remind" app to communicate with parents regarding next day events, reminders, etc.

Person Responsible	SH	S	EP	Provider	Type	App.
Director of Technology, Instructional Technology Specialist, Building and District Administrators, building staff	1	20	400	District	School Entity	Yes

Knowledge School and Community Collaboration regarding all aspects of district

Supportive Research strong parent/community involvement and collaboration with schools encourages better student performance

Designed to Accomplish

For classroom teachers, school counselors and education specialists:		Increases the educator’s teaching skills based on research on effective practice, with attention given to interventions for struggling students. Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making. Empowers educators to work effectively with parents and community partners.	
For school and district administrators, and other educators seeking leadership roles:		Provides leaders with the ability to access and use appropriate data to inform decision-making. Empowers leaders to create a culture of teaching and learning, with an emphasis on learning. Instructs the leader in managing resources for effective results.	
Training Format		Series of Workshops School Whole Group Presentation Department Focused Presentation Professional Learning Communities	
Participant Roles	Dir	Classroom teachers Principals / Asst. Principals Supt / Ast Supts / CEO / Ex	Grade Levels Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
	specialists	School counselors Paraprofessional Classified Personnel New Staff Other educational Related Service Personnel Parents	

Follow-up Activities	Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers Analysis of student work, with administrator and/or peers Peer-to-peer lesson discussion Joint planning period activities Journaling and reflecting	Evaluation Methods	Student PSSA data Standardized student assessment data other than the PSSA Classroom student assessment data Participant survey Review of written reports summarizing instructional activity
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District Level Affirmations

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

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

Affirmed by **David Gogel on 2/10/2016**

Board President

Affirmed by **Joseph Kovalchik on 2/10/2016**

Superintendent/Chief Executive Officer

Special Education Affirmations

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

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

Affirmed by David Gogel on 4/29/2015

Board President

Affirmed by Joseph Kovalchik on 4/29/2015

Superintendent/Chief Executive Officer