

North Penn SD

**District Level Plan**

07/01/2015 - 06/30/2018

# District Profile

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## Demographics

401 E Hancock St  
Lansdale, PA 19446  
(215)368-0400  
Superintendent: Curtis Dietrich  
Director of Special Education: Jenna Rufo

## Planning Process

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

### Steering Committee:

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

### Subcommittees:

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

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

The Steering Committee developed and monitored timelines for completion of the subcommittee work so that all plans were completed with sufficient time allotted for Board review and required public comment periods. The plan was reviewed by the Education, Community and Policy Committee of the Board on October 13 and then placed on public review. At the conclusion of the public comment period, public comment was reviewed and the final plan was approved by the Board of Education at the November meeting.

## **Mission Statement**

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

- become an independent, adaptable, life-long learner who uses knowledge to create new understandings;
- exhibit creative, collaborative, and critical thinking;
- achieve at his or her highest potential; and
- live as a positive, responsible, and contributing citizen of the global society.

## **Vision Statement**

NPSD: Student-Centered with a focus on academic challenge, meaningful experiences and personal responsibility.

## **Shared Values**

Visionary Leadership: Contributing to the development of a quality organization by building the relationships necessary to create the conditions that

- foster a high level of employee, student and community engagement;
- provide opportunities for employee decision-making;
- include a high level of visibility; and
- are characterized by leadership coaching.

High Expectations for Learning: Cultivating an environment where every student knows he or she can succeed, and in which families, community members and staff demonstrate the confidence to meet the needs of every child by using strategies that ensure high levels of achievement and address student learning differences.

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

Continuous Improvement: Creating a culture throughout the organization of commitment to using and sharing data in decision-making, planning focused on retaining strengths and addressing opportunities for improvement, and program assessment to measure improvements in student, employee, and organizational performance.

Partnerships and Teamwork: Utilizing the power of teaming to deliver the best for our school community.

Universal Values: North Penn school community members will model universal values to collaborate effectively in their daily activities. These values include but are not limited to: civic responsibility, consideration, cooperation, dependability, fairness, goodwill, honesty, kindness, orderliness, patience, perseverance, politeness, respect, responsibility, and sportsmanship.

## **Educational Community**

The North Penn School District is a large suburban district of 12,820 students located in southeastern Pennsylvania. The district encompasses 42.73 square miles, including the municipalities of Upper Gwynedd, North Wales, Hatfield Borough, Hatfield Township, Lansdale, Line Lexington, and Montgomeryville. The 2010 census identifies the total population of the district as 98,175. The district celebrates its increasing diversity. Over the past five years, the African-American student population has increased from 4.65% to 8.2%. In the same time span, the Hispanic student population has increased from 3.2% to 4.2% and the Asian student population has increased from 13.57% to 19.5%. As a result, the North Penn School District has one of the largest representations of Asian students in the state of Pennsylvania. Within these groups, students represent many specific ethnicities and home languages. Overall, the district has 3.7% of its students qualifying for ESL services, with individual schools ranging as high as 14% ESL. Similarly, an increasing number of economically disadvantaged students resulted in 29% of NPSD students qualifying for free or reduced lunch in 2013-14, with individual schools ranging as high as 55% qualifying. NPSD is fortunate to collaborate with many businesses and community organizations to provide additional supports and services for students.

## Planning Committee

Name	Role
Sue Ahart	BCBA
Lisa Andrey	Technology Support
Sean Arney	Administrator
Brett Baker	Ed Specialist - Instructional Technology
Sara Barndt	Secondary School Teacher - Special Education
Carolyn Barr-Hubbard	Elementary School Teacher - Regular Education
Jason Bashaw	Administrator
Katie Bates	BCBA
Mary Ann Bender	Technology Support
Ashley Bennett	Administrator
Laura Boquist	Parent
Maximillian Borenstein	Parent
Collene Brown	Elementary School Teacher - Regular Education
Neil Broxterman	Administrator
Neil Broxterman	Administrator
Ed Brun	Middle School Teacher - Regular Education
Toni Butz	Student Curriculum Director/Specialist
Brian Callan	Secondary School Teacher - Regular Education
Vivian Cao	Technology Support
Fran Cardamone	Administrator
Joanna Chavez	Technology Support
Tim Clarke	Secondary School Teacher - Special Education
Trish Clemmer	Elementary School Teacher - Special Education
Joe Covone	Administrator
Janet Crawford	Elementary School Teacher - Regular Education
Janel Dalesio	Elementary Gifted Support
Nicole Daley	Parent
Tiffany D'Amore	Administrator
Jody Danenhower	Business Services
Ruth Desiderio	Administrator
Curtis R. Dietrich	Administrator
Barbara DiSilva	Parent
Cynthia Douglas	Elementary School Teacher - Regular Education
Connie Ebbingshous	Parent
Kevin Eck	Technology Support
Eileen Franklin	Technology Support
Suzanne Franks	Community Representative

James Galante	Administrator
Pam Gallagher	Student Nutrition Services
Barbara Galloway	Administrator
Diana Garaitonandia	Secondary School Teacher - Regular Education
Frances Garner	Administrator
Brian Geiger	Transportation Services
Beth Gentile	Benefits
Bob Gillmer	Communication Media Services
Debra Harper	Administrator
Jackie Haynes	Parent
Aimee Heavener	Community Representative
Fran Hershman	Middle School Teacher - Special Education
Lori Hoch	Administrator
Peggy Hoffman	Technology Support
Diane M. Holben	Administrator
Karen Holmes	Student Curriculum Director/Specialist
Jaclyn Hoover	Technology Support
Erik Huebner	Parent
Deb Hunter	Elementary School Teacher - Special Education
Burt Hynes	Administrator
Megan Jermain	Secondary School Teacher - Special Education
Jennifer Joseph	Business Representative
Grace Katz	Secondary School Teacher - Regular Education
Sally Kauffman	Ed Specialist - School Nurse
Mark Keagy	Secondary School Teacher - Regular Education
Pamela Kelly	Community Representative
Jerry Kerzmann	Middle School Teacher - Regular Education
Amber Kitchenmann	Middle School Teacher - Regular Education
Greg Koch	Technology Support
Thanos Kountroubis	Student
Doris Lanouette	Middle School Teacher - Regular Education
Corey Leibowitz	Elementary Reading Teacher
Christine Liberaski	Administrator
Marilyn Loeffler	Elementary School Teacher - Regular Education
Robin Lutcher	Instructional Technology Director/Specialist
Susan Lynam	NPESPA President
Jeff Macosko	Administrator
Gail Madge	Transportation Services
Barbara Maier	Technology Support

Alan Malachowski	NPEA President
Joe Mazza	Administrator
Cheryl McCue	Administrator
Karen McDermott	Technology Support
Ruth McDevitt	Elementary School Teacher - Regular Education
Deborah McKay	Administrator
Amber Molloy	Student Curriculum Director/Specialist
Christine Mueller	Administrator
Cheryl Neubert	Secondary School Teacher - Regular Education
Tom Oakes	Technology Support
Holly Pettine	Middle School Teacher - Special Education
Janice Phiambolis	Middle School Teacher - Special Education
Trish Pike	Ed Specialist - School Counselor
Doug Povilaitis	Administrator
Todd Prisco	Elementary School Teacher - Regular Education
Lynne Reamer	Parent
Kelly Rice	Elementary School Teacher - Regular Education
Leslie Rose	Human Resources
Len Rubenstein	Parent
Jenna Rufo	Administrator
Elizabeth Santoro	Special Education Director/Specialist
Anita Sapalidis	Secondary School Teacher - Regular Education
Tom Schneider	Facilities Services
Robert Schoch	Administrator
Stephanie Schwab	Student Curriculum Director/Specialist
Marjie Scott	Extended School Care
Amy Seiberer	Parent
Sandy Siemienski	Administrator
Steve Skrocki	Administrator
Deb Slavutsky	Community Representative
Shannon Snyder	Parent
Danielle Somerville	Student
Melissa Splendido	Elementary School Teacher - Regular Education
Chaya Stark	Elementary School Teacher - Regular Education
Leigh Ann Staudenmeier	Behavioral Specialist
John Strobel	Administrator
John Strobel	Administrator
Patricia Stroman	Administrator
Donna Taub	Elementary School Teacher - Regular Education

Orlando Taylor	Administrator
Bill Travers	Ed Specialist - School Counselor
Ted Trissler	Elementary School Teacher - Special Education
Judy Turner	Administrator
Stormy Vogel	Librarian
Anita Walker	Elementary School Teacher - Regular Education
Sylvannya Walters-Dantzler	Administrator
Anne Warren	Elementary School Teacher - Regular Education
D'Ana Waters	Administrator
Jon Winkle	Elementary School Teacher - Regular Education
Helen Wright	Transition Coordinator
Janice Yaworski	Business Services



# Core Foundations

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## Standards

### *Mapping and Alignment*

#### Elementary Education-Primary Level

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

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

For the following areas, the curriculum review process is in process or will be in process by the 2014-15 school year. As part of our district's curriculum management plan, each content area is placed on a cycle of review:

- Reading and English/Language Arts curriculum review at the elementary level will begin starting in the summer of 2014.
- Career, Economics, Family and Consumer Sciences, Geography, and History will be part of the upcoming Social Studies curriculum review as part of the curriculum review cycle in 2014-15.
- Economics standards will be addressed through the Mathematics and Social Studies curriculum processes.
- Physical Education standards are aligned but Health standards will be reviewed and revised as part of the curriculum review process.

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

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

English Language Proficiency	Accomplished	Accomplished
Interpersonal Skills	Needs Improvement	Needs Improvement
School Climate	Needs Improvement	Needs Improvement

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

For the following areas, the curriculum review process is in process or will be in process by the 2014-15 school year. As part of our district's curriculum management plan, each content area is placed on a cycle of review:

- Reading and English/Language Arts curriculum review will begin starting in the summer of 2014.
- Career, Economics, Family and Consumer Sciences, Geography, and History will be part of the upcoming Social Studies curriculum review in the cycle.
- Economics standards will be addressed through the Mathematics and Social Studies curricula.
- Physical Education standards are aligned but Health standards will be reviewed and revised as part of the curriculum review process.

### **Middle Level**

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

English Language Proficiency	Accomplished	Accomplished
Interpersonal Skills	Needs Improvement	Needs Improvement
School Climate	Needs Improvement	Needs Improvement
World Language	Developing	Developing

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

Areas designated as "Needs Improvement" will be reviewed and revised during the appropriate time as designated in the district curriculum review cycle. Given the change at the state level to adopt the PA Core standards as well as the revised PSSA and Keystone Exams, first priority must be given to the areas of curriculum affected by these changes.

### High School Level

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

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

Areas designated with "Needs Improvement" will be reviewed and revised during the appropriate time as designated in the district curriculum review cycle. Given the state shift to adoption of the PA Core standards and the revised PSSA and Keystone Exams, first priority must be given to the curricular areas most affected by these changes.

## *Adaptations*

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

*No standards have been identified for this content area.*

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

*No standards have been identified for this content area.*

### **Middle Level**

*No standards have been identified for this content area.*

### **High School Level**

*No standards have been identified for this content area.*

Explanation for any standards checked:

Not applicable.

## **Curriculum**

### *Planned Instruction*

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

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

Processes used to ensure Accomplishment:

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

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

Not Applicable.

### Elementary Education-Intermediate Level

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

Processes used to ensure Accomplishment:

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

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

Not Applicable.

### Middle Level

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

Processes used to ensure Accomplishment:

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

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

Not Applicable

### High School Level

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

Processes used to ensure Accomplishment:

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

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

Not Applicable

### *Modification and Accommodations*

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

North Penn embraces an inclusive approach to education to support multiple access points to a rigorous, standards-aligned curriculum. For students with IEPs, a variety of service delivery models are employed to support inclusion depending on student needs. North Penn recently completed the three-year Membership, Participation, and Learning (MPL), modeled after the PA state initiative of "Include Me From the Start." Staff training was provided on how to include students with complex support needs in regular education. Although North Penn's commitment to the three-year MPL project has ended, teams continue to meet monthly to review student progress and problem-solve. Team meeting members may include parents, school personnel, outside consultants, and therapists. Since the inception of the MPL model, an increased number of students with complex support needs are being included in the regular education environment to the maximum extent possible due to professional development, team meetings and restructuring/reallocation of resources.

For the last two years, North Penn has supported a teacher in the role of the inclusion specialist at the elementary and middle school level. The primary role of this position has been to support students with disabilities in general education science and social studies. With the support of the inclusion specialist, students are spending more time in regular education classrooms and accessing appropriate grade level curriculum.

At the secondary level, co-teaching exists for the core subject areas. Students are integrated with non-disabled peers and are instructed by a team of two teachers which may be a configuration of one regular education teacher and one special education teacher throughout the year. Co-teaching pairs are trained to deliver best practice inclusive instruction in the areas of Language Arts, Social Studies, Science and Math. Professional development opportunities are provided throughout the school year to enhance their co-teaching practices.

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

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

ESL students receive direct instruction from ESL teachers for language arts. Push in support is provided in content area courses for beginners to ensure adequate assistance



with attaining mastery of grade level curriculum. The district has trained 200 teachers in the Sheltered Instructional Observational Protocol (SIOP) instructional model to better assist ELLs with attaining academic vocabulary and background knowledge within the context of the general curriculum.

## 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**

- Not Reviewed

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

After a review of student achievement data, a list of "look fors" are developed to guide observations, walkthroughs, and evaluations. These "look fors" include fidelity to instruction, best practice application, and specific targeted instructional needs. Teachers, along with supervisors, develop a list of instructional "look fors" that include teacher actions and student actions. These are shared with teachers and principals at beginning of the year meetings. Principals, in turn, use "look fors" to prompt conversation with PLC groups and individual teachers during teacher meetings, observations and evaluations. For example, elementary English Language Arts developed "look fors" for guided reading practices after student achievement data indicated a greater need for reading skills. Instructional coaches also use these to support job-embedded professional development opportunities.

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

Currently, the district does not require teachers to submit lesson plans for review unless the teacher is an inductee, Instructional 1, and/or on a performance improvement plan. However, teachers are expected to develop lesson plans, as well as instructional objectives, on a daily basis to maximize instructional practice as a part of their professional responsibility.

### *Responsiveness to Student Needs*

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

Instructional Practices	Status
Structured grouping practices are used to meet student needs.	Full Implementation

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

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

*This narrative is empty.*

### Elementary Education-Intermediate Level

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

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

*This narrative is empty.*

### Middle Level

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

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

*This narrative is empty.*

### High School Level

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

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

*This narrative is empty.*

### Recruitment

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

The North Penn School District recognizes the importance of recruiting and employing highly qualified and competent individuals to fill professional staff vacancies. The NPSD will not discriminate in employment, educational programs or activities based on race, color, religion, ancestry, sex, national origin/ethnicity, age, marital status, sexual orientation, gender identity, military status, and/or disability. This policy extends to all legally protected candidates.

The process for the recruitment and employment of professional staff can be viewed as an ongoing comprehensive sequence of related activities. These activities include the recruitment of applicants, processing and review of employment applications, interview and selection of candidates, orientation of prospective employees, and the induction of employees and are intended to yield the most highly qualified individuals in order to meet the learning needs of our students.

As vacancies become known, the District uses classified newspaper advertisements, PSBA, PASPA, PASBO, and PaREAP in applicant searches as well as notifying college/university placement services and other school districts in the Greater Philadelphia area. Internal and external postings also appear on the District's website and appropriate job application service sites. Representation at job fairs and distribution of recruitment brochures have



Required for Credit (Numerical Answer)						
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### *2014 Graduation Specifics*

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

#### **Reading**

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

#### **Writing**

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

#### **Mathematics**

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

### *Local Assessments*

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

### *2015 and beyond Graduation Requirement Specifics*

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

#### **English Language and Composition**

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

#### **English Literature**

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

#### **Mathematics**

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

#### **Science & Technology**

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

#### **Environment & Ecology**

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

### *2017 and beyond Graduation Requirement Specifics*

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

#### **Biology or Chemistry**

- Completion of Course Work in which a student demonstrates proficiency on the associated Keystone Exam
- Completion of Course Work with Keystone Exam as final exam Scoring Proficiency (Stand alone option)

#### **American History, Civics/Government, or World History**

- Completion of Course Work in which a student demonstrates proficiency on the associated Keystone Exam
- Completion of Course Work with Keystone Exam as final exam Scoring Proficiency (Stand alone option)

### *Methods and Measures*

#### **Summative Assessments**

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

### **Benchmark Assessments**

<b>Benchmark Assessments</b>	<b>EEP</b>	<b>EEI</b>	<b>ML</b>	<b>HS</b>
Group Reading and Diagnostic Evaluation (GRADE)		X	X	
Dynamic Indicators of Basic Early Literacy (DIBELS)	X	X		
4Sight Mathematics		X	X	

### **Formative Assessments**

<b>Formative Assessments</b>	<b>EEP</b>	<b>EEI</b>	<b>ML</b>	<b>HS</b>
District Developed Running Records	X	X		

### **Diagnostic Assessments**

<b>Diagnostic Assessments</b>	<b>EEP</b>	<b>EEI</b>	<b>ML</b>	<b>HS</b>
Scholastic Reading Inventory (SRI)			X	X
GRADE		X	X	
Scholastic Mathematics Inventory (SMI)		X	X	

### *Validation of Implemented Assessments*

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

Provide brief explanation of your process for reviewing assessments.

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

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

### *Development and Validation of Local Assessments*

If applicable, explain your procedures for developing locally administered assessments and how they are independently and objectively validated every six years.

Not Applicable

### *Collection and Dissemination*

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

The district collects curriculum-based and other student assessment information on the Performance Tracker system. This system is also used to disseminate results and data as well as to analyze data. In addition, the district uses the DIBELS Online system to collect and analyze DIBELS data. The PVAAS system is used to collect and analyze the PVAAS data. In addition, specific data reports are prepared by the Assistant Superintendent or the Data Coordinator using a variety of technology tools. The district maintains an Assessment Sharepoint site to disseminate data. In addition, data is disseminated and discussed at district level and building level meetings. Results from all assessments are triangulated to determine overall patterns of achievement and identify areas of need. Data is also shared with the community through publications, Board meetings, and the district website.

### *Data Informed Instruction*

Describe how information from the assessments is used to assist students who have not demonstrated achievement of the academic standards at a proficient level or higher.

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

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



### *Assessment Data Uses*

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

Provide brief explanation of the process for incorporating selected strategies.

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

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

Not applicable.

### *Distribution of Summative Assessment Results*

<b>Distribution Methods</b>	<b>EEP</b>	<b>E EI</b>	<b>ML</b>	<b>HS</b>
Course Planning Guides	X	X	X	X
Directing Public to the PDE & other Test-related Websites	X	X	X	X

Individual Meetings	X	X	X	X
Letters to Parents/Guardians	X	X	X	X
Local Media Reports	X	X	X	X
Website	X	X	X	X
Meetings with Community, Families and School Board	X	X	X	X
Mass Phone Calls/Emails/Letters	X	X	X	X
Newsletters	X	X	X	X
Press Releases	X	X	X	X
School Calendar	X	X	X	X
Student Handbook	X	X	X	X
Annual Report	X	X	X	X

Provide brief explanation of the process for incorporating selected strategies.

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

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

Not applicable.

## Safe and Supportive Schools

### *Assisting Struggling Schools*

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

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

NPSD conducts annual district and school goal planning processes that review current academic data to determine areas of strength and need. The goals are developed in line with the district comprehensive plan as well as state expectations. A root cause analysis is employed to determine needs accurately so that proposed strategies for improvement are

aligned with the root causes. Plans are progress monitored during the year to ensure effective implementation and progress toward meeting identified measures of effectiveness. Strategies are prioritized by their impact on student achievement and their effectiveness at producing a year's growth in a year's time for all students. Central office administrators and coaches provide ongoing support for building level staff to assist in the improvement of achievement. The district maintains and is expanding its continuum of interventions to support struggling learners so that all students maximize their growth in achievement.

### *Programs, Strategies and Actions*

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

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

The district does not believe that school resource officers are a necessary component of safety and security at this time because the district employs security staff and maintains a close working relationship with the local police departments. The district is studying the implementation of schoolwide positive behavior programs in 2014-15 with the goal of developing an implementation plan for next year. Part of this plan may include peer helper programs as a component.

### *Identifying and Programming for Gifted Students*

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

North Penn's process for identification of gifted children is consistent with Pennsylvania Chapter 16 regulations. Students are eligible for gifted services when they possess an IQ

score of 130 or above or when multiple criteria strongly indicate gifted ability. Multiple criteria include, but are not limited to, achievement, rate of acquisition/retention, and early skill development. Throughout the evaluation process, psychologists remain cognizant that there are no intervening factors masking giftedness, such as a disability, language acquisition barrier, and socioeconomic, gender, or race bias.

Students may be referred to gifted education by parents or teachers. Additionally, child study teams identify potentially eligible students through review of assessment data and viewing the top-performing 5% of students. A certified school psychologist completes the evaluation within 60 days of the receipt of a Gifted Permission to Evaluate form. While each evaluation is individualized based on student needs, evaluations typically consist of ability and achievement testing, review of records, gifted rating scales, parent and teacher information forms, and any other tools deemed necessary by the school psychologist.

Please note that this list is only a sample and is not exhaustive or indicative of what occurs in every evaluation.

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

### *Developmental Services*

<b>Developmental Services</b>	<b>EEP</b>	<b>E EI</b>	<b>ML</b>	<b>HS</b>
Academic Counseling	X	X	X	X
Attendance Monitoring	X	X	X	X
Behavior Management Programs	X	X	X	X
Bullying Prevention	X	X	X	X
Career Awareness			X	X
Career Development/Planning			X	X
Coaching/Mentoring				
Compliance with Health Requirements -i.e., Immunization	X	X	X	X
Emergency and Disaster Preparedness	X	X	X	X
Guidance Curriculum	X	X		

Health and Wellness Curriculum	X	X	X	X
Health Screenings	X	X	X	X
Individual Student Planning	X	X	X	X
Nutrition	X	X	X	X
Orientation/Transition	X	X	X	X
RtII	X	X		
Wellness/Health Appraisal	X	X	X	X

Explanation of developmental services:

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

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

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

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

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

Each student who has been found to have behaviors that impede his/her own learning or that of others has an IEP that includes a Positive Behavior Support Plan (PBSP). The PBSP incorporates positive behavior interventions, replacement behaviors to be taught, as well as de-escalation strategies. Each teacher is trained in writing measurable behavior goals, the collection of data on goal progress, and the analysis of the behavioral data. Training in the use of Functional Behavioral Analysis (FBA) has also been emphasized. To facilitate the analysis and understanding of behavior, the district employs 3 Board Certified Behavior Analysts and 1 Behavior Specialist. Their responsibilities include observing students,

reviewing data, writing FBA reports and making recommendations, consulting with school teams (including IEP teams), and facilitating the generation of PBSPs, as well as providing valuable input to all teachers, and working directly with students to support them in the least restrictive environment.

### *Diagnostic, Intervention and Referral Services*

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

Explanation of diagnostic, intervention and referral services:

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

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

Crisis teams are in place at each building. Every building has a team of individuals certified in Safe and Positive Approaches (SPA) who are knowledgeable of verbal de-escalation techniques and the use of physical restraint as a last resort. Professional and paraprofessional staff, as well as building security personnel and school nurses, receive training on an annual basis in Safe and Positive Approaches for Preventing and Responding to Crisis (SPA). SPA is a comprehensive crisis prevention/intervention program designed to promote staff knowledge and competence in preventing, defusing, and managing crisis situations. Reflecting current trends and best practices, SPA provides a continuum of intervention built upon a least-restrictive philosophical approach. Its strong focus on positive and preventative measures aims to reduce and eliminate the use of seclusion and

restraint. The SPA curricular components include: staff effectiveness training, safety techniques training, and personal emergency interventions (restraint) training. Four staff members (3 BCBAs and a Special Education Supervisor) are certified by Devereux to train and certify district staff in SPA techniques at all three levels. Two of the District's trainers (both BCBAs) have also completed a supplementary program in the supervision of SPA. Additionally, every classroom has an Emergency Procedures binder that describes the necessary steps to be taken during crisis situations and evacuations or lockdowns.

### *Consultation and Coordination Services*

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

Explanation of consultation and coordination services:

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

### *Communication of Educational Opportunities*

<b>Communication of Educational Opportunities</b>	<b>EEP</b>	<b>EEI</b>	<b>ML</b>	<b>HS</b>
Course Planning Guides			X	X
Directing Public to the PDE & Test-related Websites	X	X	X	X
Individual Meetings	X	X	X	X
Letters to Parents/Guardians	X	X	X	X
Local Media Reports	X	X	X	X
Website	X	X	X	X
Meetings with Community, Families and Board of Directors	X	X	X	X

Mass Phone Calls/Emails/Letters	X	X	X	X
Newsletters	X	X	X	X
Press Releases	X	X	X	X
School Calendar	X	X	X	X
Student Handbook	X	X	X	X

### *Communication of Student Health Needs*

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

### *Frequency of Communication*

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

- Monthly

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

- Monthly

#### **Middle Level**

- Monthly

#### **High School Level**

- Monthly

### *Collaboration for Interventions*

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

The collaboration between classroom teachers and individuals providing interventions regarding differing student needs and academic progress happens on an ongoing basis. Classroom teachers collaborate with intervention staff at a minimum of one time per week to review progress and plan for future intervention support. Individual student deficits in



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

### *Community Coordination*

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

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

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

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

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

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

The district coordinates transportation with various child care facilities in the district so that students may be picked up and dropped off at the child care centers. Tutoring services are provided by the Boys and Girls Club of North Penn through a Homework Club program supported by the North Penn United Way, and the district partners with these organizations

to provide access to the Homework Club both by transporting students to the Club and by offering a Homework Club location at one elementary school. The district also operates an Extended School Care program to provide before and after school child care for students enrolled in the elementary schools.

### *Preschool Agency Coordination*

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

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

The district coordinates with the Montgomery County Intermediate Unit to serve children participating in the Early Intervention program as described in the previous narrative. In addition, through the Keystones to Opportunity grant, the district retains a Preschool Outreach Coordinator to provide specific professional development, technical assistance, and family engagement activities for Head Start of Lansdale, Trinity Lutheran Church Preschool, and the Kiddee Korner at North Penn High School. Preschool age students may apply to attend the Kiddee Korner program operated by the district, and students with disabilities would be accommodated as needed. The Preschool Outreach Coordinator provides preschool families with monthly activities designed to promote kindergarten readiness. In addition, she coordinates the screening process that occurs at kindergarten registration. This screening process is designed to provide the classroom teacher with basic information about the readiness levels of the incoming kindergarten students; it is not used as a means of eligibility to attend kindergarten. Preschool students in the partner preschools attend virtual classroom visits with NPSD kindergarten classes so that they can see what a kindergarten class looks like and ask questions of the teacher and kindergarten students.

## **Materials and Resources**

### *Description of Materials and Resources*

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

<b>Material and Resources Characteristics</b>	<b>Status</b>
Aligned and supportive of academic standards, progresses level to level and demonstrates relationships among fundamental concepts and skills	Accomplished

A robust supply of high quality aligned instructional materials and resources available	Accomplished
Accessibility for students and teachers is effective and efficient	Accomplished
Differentiated and equitably allocated to accommodate diverse levels of student motivation, performance and educational needs	Developing

Provide explanation for processes used to ensure Accomplishment.

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

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

Not applicable

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

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

Provide explanation for processes used to ensure Accomplishment.

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

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

Not applicable

#### **Middle Level**

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

Provide explanation for processes used to ensure Accomplishment.

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

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

Not applicable.

### **High School Level**

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

Provide explanation for processes used to ensure Accomplishment.

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

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

Not applicable.

### *SAS Incorporation*

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

<b>Standards</b>	<b>Status</b>
Arts and Humanities	Not answered
Career Education and Work	Not answered
Civics and Government	Not answered
Common Core Standards: English Language Arts	Not answered
Common Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Not answered
Common Core Standards: Mathematics	Not answered
Economics	Not answered
Environment and Ecology	Not answered
Family and Consumer Sciences	Not answered
Geography	Not answered
Health, Safety and Physical Education	Not answered
History	Not answered
Science and Technology and Engineering Education	Not answered
Alternate Academic Content Standards for Math	Not answered
Alternate Academic Content Standards for Reading	Not answered
American School Counselor Association for Students	Not answered
Early Childhood Education: Infant-Toddler&rarr;Second Grade	Not answered
English Language Proficiency	Not answered
Interpersonal Skills	Not answered
School Climate	Not answered

Further explanation for columns selected "

*This narrative is empty.*

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

<b>Standards</b>	<b>Status</b>
Arts and Humanities	Not answered
Career Education and Work	Not answered
Civics and Government	Not answered
Common Core Standards: English Language Arts	Not answered
Common Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Not answered
Common Core Standards: Mathematics	Not answered
Economics	Not answered
Environment and Ecology	Not answered
Family and Consumer Sciences	Not answered

Geography	Not answered
Health, Safety and Physical Education	Not answered
History	Not answered
Science and Technology and Engineering Education	Not answered
Alternate Academic Content Standards for Math	Not answered
Alternate Academic Content Standards for Reading	Not answered
American School Counselor Association for Students	Not answered
English Language Proficiency	Not answered
Interpersonal Skills	Not answered
School Climate	Not answered

Further explanation for columns selected "

*This narrative is empty.*

### **Middle Level**

<b>Standards</b>	<b>Status</b>
Arts and Humanities	Not answered
Career Education and Work	Not answered
Civics and Government	Not answered
Common Core Standards: English Language Arts	Not answered
Common Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Not answered
Common Core Standards: Mathematics	Not answered
Economics	Not answered
Environment and Ecology	Not answered
Family and Consumer Sciences	Not answered
Geography	Not answered
Health, Safety and Physical Education	Not answered
History	Not answered
Science and Technology and Engineering Education	Not answered
Alternate Academic Content Standards for Math	Not answered
Alternate Academic Content Standards for Reading	Not answered
American School Counselor Association for Students	Not answered
English Language Proficiency	Not answered
Interpersonal Skills	Not answered
School Climate	Not answered
World Language	Not answered

Further explanation for columns selected "

*This narrative is empty.*

### **High School Level**

<b>Standards</b>	<b>Status</b>
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Arts and Humanities	Not answered
Career Education and Work	Not answered
Civics and Government	Not answered
Common Core Standards: English Language Arts	Not answered
Common Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Not answered
Common Core Standards: Mathematics	Not answered
Economics	Not answered
Environment and Ecology	Not answered
Family and Consumer Sciences	Not answered
Geography	Not answered
Health, Safety and Physical Education	Not answered
History	Not answered
Science and Technology and Engineering Education	Not answered
Alternate Academic Content Standards for Math	Not answered
Alternate Academic Content Standards for Reading	Not answered
American School Counselor Association for Students	Not answered
English Language Proficiency	Not answered
Interpersonal Skills	Not answered
School Climate	Not answered
World Language	Not answered

Further explanation for columns selected "

*This narrative is empty.*

## Professional Education

### Characteristics

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

<b>District's Professional Education Characteristics</b>	<b>EEP</b>	<b>E EI</b>	<b>ML</b>	<b>HS</b>
Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other, as well as to Pennsylvania's academic standards.	X	X	X	X
Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for gifted students are aligned to each other, as well as to Pennsylvania's academic standards.				
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.				

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

The district employs a combination of district and school based professional development opportunities. School based opportunities are largely developed based on the school goal plan areas of need and in alignment with the district areas of need. On a district level, a needs assessment considering a variety of achievement, demographic, process, and perceptual data sources occurs beginning in January. The process involves a variety of curriculum and instruction stakeholders both from the building and district levels. The analysis employs a root cause determination and prioritization of the identified areas of concern. These areas of concern were aligned in a three-year professional development plan that in turn is aligned with the Danielson framework.

Administrative professional development is provided at both principals' meetings and district administrative meetings. Building administrators are included in various instructional professional development opportunities as well. There is an ongoing effort to align administrative PD with teacher PD so that administrators are equipped to lead instructional initiatives in their buildings. The district employs a number of instructional coaches to provide job-embedded professional development in reading, mathematics, RtII, and technology integration.

Professional learning that enhances the educator's knowledge in the area of the educator's certification or assignment is evident at all levels of instruction. At the elementary level, training has focused on the new PA Core aligned math curriculum as well as RtII. Time has also been provided for assessing the educator's ability to analyze proficiency and growth with the increased district-wide attention to PVAAS and SPP. At the secondary level there has been an increased focus on alignment of the Keystone courses through building wide professional development and the use of professional learning communities to foster instructional collaboration. Coaching in the area of technology integration has been available as well across grades K-12.

Professional learning that increases the educators' teaching skills based on effective practice research, with attention given to interventions for struggling students, occurs at all levels. In the area of literacy, the RtII model at elementary and a tiered instruction model at



secondary have been the focal point of intervention supports and training. Teachers have increased their ability to benchmark, monitor, and adjust instruction in order to support learning for all students. Teachers and administrators received training in specific interventions such as READ 180, LLI, and Wilson. Additional training that supports increased levels of knowledge so that differentiation of instruction and adjustment to student learning opportunities occurs based on data. Intervention stations were another focus of training in the new elementary math curriculum. Training in co-teaching in all core areas has occurred at all secondary schools and is ongoing at the elementary level. Administrators have also been trained in co-teaching planning and models to enhance their abilities to coach and supervise their staff.

Professional learning that provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision making has taken place at all levels. Training has been provided to both administrators and teachers in data collection and analysis protocols.

Professional learning that empowers educators to work effectively with parents and community partners also has occurred at all levels, but there is a need to expand training in this area. In addition, administrators have been provided training at summer leadership academy opportunities to learn strategies for creating a culture of teaching and learning, with an emphasis on learning.

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

As the professional learning plan is developed for 2014-17, the plan will need to include training opportunities for both administrators and staff regarding the growth in achievement for gifted, talented, and high performing students. In a growth model, it is critical that all students experience at least a year's growth in a year's time, not just those below proficiency. Administrators further need training in how to shift the paradigm toward a growth model among their staffs. Continued training needs to occur in the engagement of families and community partners, particularly in the engagement of diverse members of the community. Administrative training will be planned to assist them in managing resources to best attain instructional goals. Some of this training has occurred in the area of staffing and use of personnel, but more is needed. Finally, the professional learning plan will move in the direction of differentiation. The district will strategically plan and share with all stakeholders a comprehensive plan for professional learning that addresses student and teacher learning needs. This includes finding ways to connect professional learning experiences with one another, as well as providing exemplars and expectations for empowering both teachers and administrators.

### *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.
- The LEA has an ongoing monitoring system in place (i.e. walkthroughs, classroom observations).

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

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

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

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

### *Induction Program*

- Inductees will know, understand and implement instructional practices validated by the LEA as known to improve student achievement.

- Inductees will assign challenging work to diverse student populations.
- Inductees will know the basic details and expectations related to LEA-wide initiatives, practices, policies and procedures.
- Inductees will know the basic details and expectations related to school initiatives, practices and procedures.
- Inductees will be able to access state curriculum frameworks and focus lesson design on leading students to mastery of all state academic standards, assessment anchors and eligible content (where appropriate) identified in the LEA's curricula.
- Inductees will effectively navigate the Standards Aligned System website.
- Inductees will know and apply LEA endorsed classroom management strategies.
- Inductees will know and utilize school/LEA resources that are available to assist students in crisis.
- Inductees are expected to complete the 5-hour course, Monitoring Student Behavior, located on the PDE SAS website. This course focuses on Domain 2, Classroom Environment, and the component Managing Student Behavior

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

All inductees participate in a comprehensive two day program prior to the beginning of the school year. During this time, participants learn the district initiatives, policies and procedures, curricular focus, student achievement data, and school goals. Throughout the year, inductees participate in workshop opportunities that focus on ESL strategies, cultural proficiency, differentiated instruction, and accommodations and modifications for special needs students. In addition, a mentor is assigned to each inductee. Through this relationship, the new teacher is supported through ongoing collaboration as the respective school's practices and culture are shared and communicated. In addition, inductees complete the 5 hour course, Monitoring Student Behavior, located on the PDE SAS web site. This course focuses on Domain 2, Classroom Environment, and the component Managing Student Behavior.

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

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

### *Needs of Inductees*

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

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

Curriculum supervisors visit the classrooms of those teachers who teach in the supervisor's area of certification to identify needs and provide feedback. In addition, the inductee's mentor is welcome to observe instructional practices in the classroom to provide support in a coaching capacity. Mentors meet monthly with inductees and cover a variety of topics including but not limited to lesson planning, instructional best practices, analyzing student data, classroom management, special education topics, and developing a positive relationship with students and their families. Student PSSA data as well as district student assessment data is provided to new teachers at the beginning of the school year. Several professional development days throughout the year focus on the analysis of student data, including both formative and summative assessments. New teachers work with their mentors, departments, and/or grade level teams to collaboratively reflect and discuss the use of classroom assessment data to inform their instruction.

In terms of surveys, inductees were asked to complete a locally developed survey that asked about their experience completing the 5 hour course Monitoring Student Behavior. They also have the opportunity to provide informal feedback to their mentors, principal, and Director of Professional Development. This informal feedback is used to inform planning for the following year. Lesson plans are reviewed with mentors and adjusted, if necessary,

based on the feedback received. As a part of the supervision and evaluation process, all inductees are required to complete a portfolio. Some components of the portfolio are reviewed at midyear. The portfolio artifacts must demonstrate evidence in each of the Danielson domains in the Framework for Teaching with a particular emphasis on student growth over time. Data from prior induction programs was used as the foundation for the current induction program and then modified to reflect the new mandates of Act 82.

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

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

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

### *Mentor Characteristics*

- 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).

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

Building principals identify and select mentors for the new teachers in their respective building. In order to be selected as a mentor, teachers are required to exhibit the following characteristics: demonstrate exemplary teaching ability, effective communication skills, subject matter knowledge and mastery preferably in the inductee's area of certification, and a broad range of teaching strategies to meet the varying instructional needs of students.

Mentors must also possess a permanent certification with a minimum of three years of satisfactory teaching experience. Mentors also possess the requisite knowledge of LEA policies, procedures, and resources to be shared with inductees. An information session for mentors is held at the beginning of the year to answer questions and share expectations of the program. A month-by-month calendar overview of potential topics to focus on for the monthly inductee/mentor meetings will be included. Topics will include, but are not limited to, modeling of continuous learning and reflection in meetings with inductees, the peer observation process between mentor and inductee, assessment, lesson planning, classroom management, special education, parent communication, and the Framework for Teaching.

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

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

### *Induction Program Timeline*

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

If necessary, provide further explanation.

Not applicable

### *Monitoring Evaluating and Induction Program*

Identify the procedures for monitoring and evaluating the Induction program.

The Director of Professional Development monitors and evaluates the induction program. All induction materials were updated to reflect the new Educator Effectiveness mandate in June 2013. Speakers and presenters were invited to deliver various segments of the induction program. Topics were aligned with district initiatives and demonstrated areas of

need as evidenced through PSSA data. In the future, a planning committee will be selected to work with the Director of Professional Development in this regard.

### *Recording Process*

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

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

## **Special Education**

### *Special Education Students*

Total students identified: **2126**

### *Identification Method*

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

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

consider a score to be significant if the magnitude of difference occurs in ten percent or less of the population.

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

North Penn School District is not currently approved to use RTII as a method of identifying students with specific learning disabilities. The district is investigating this as a possibility.

### *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>

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

### *Non-Resident Students Oversight*

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

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



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

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

In order to avoid barriers, the District has instituted a streamlined process of communication. Communication with the District's registrar and the Special Education Department occurs on a daily basis to ensure that newly registered 1306 students are brought forward immediately. Ongoing communication between the 1306 facilities and the Special Education Department does occur frequently to avoid any gap in the delivery of services for students identified under IDEA.

### *Incarcerated Students Oversight*

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

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

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

### *Least Restrictive Environment*

1. Describe the District procedures, which ensure that, to the maximum extent appropriate, children with disabilities, including those in private institutions, are educated with non-disabled children, and that removal from the regular education

- environment only occurs when education in that setting with supplementary aids and services, cannot be achieved satisfactorily.
2. Describe how the District is replicating successful programs, evidence-based models, and other PDE sponsored initiatives to enhance or expand the continuum of supports/services and education placement options available within the District to support students with disabilities access the general education curriculum in the least restrictive environment (LRE). (Provide information describing the manner in which the District utilizes site-based training, consultation and technical assistance opportunities available through PDE/PaTTAN, or other public or private agencies.)
  3. Refer to and discuss the SPP targets and the district's percentages in the Indicator 5 section - Educational Environments. Also discuss the number of students placed out of the district and how those placements were determined to assure that LRE requirements are met.

### **Ensuring Maximum Integration**

During the 2012-2013 school year, the District met the SPP targets under Indicator 5, Educational Environments, for:

- SE Inside Regular Class Less than 40%; and
- SE in Other Settings

The District did not meet the SPP target for SE Inside Regular Class 80% or more. The District was at 64.2% and the target was 65%. A plan was enacted to meet the target for 2013-2014 and subsequent years. The action plan is included below:

#### **Least Restrictive Environment**

**Goal: The percentage of students included in regular education at the itinerant level will improve from 64.2% to 70%.**

**Buildings falling below the 65% target will be required to improve the percentage of students educated at the itinerant level by a minimum of 5% for those buildings at 55-65% and 10% for buildings currently below 55%.**

<b>Action Step</b>	<b>Timeline</b>	<b>Person Responsible</b>	<b>Evidence of Implementation/Evaluation</b>
Data will be disaggregated by building and shared with district administration.	August 2013	Manager of Special Education	Summary of District LRE data and presentation to staff.
Special education supervisors will view the IEPs of students educated at the supplemental level of support in their buildings to determine	August 2013	Special Education Supervisors	List of students in targeted buildings for whom IEPs should be conducted to consider regular education.

students who could be educated in inclusive classes with supplementary aids and services rather than in direct instruction classes. While this is an IEP team decision, special education students using the regular curriculum in pull-out classrooms should generally be returned to regular education with appropriate supports.			
IEP meetings will be held for selected students for whom regular education will be considered.	By November 15, 2013. (This <u>must</u> be completed by this date for 12/1 Child Count).	Special Education Supervisors in conjunction with training staff from Read 180/ Wilson	List of students in targeted buildings moving from supplemental support to itinerant support.

Each year, North Penn has consistently increased the number of special education students educated in the regular education environment. The district is committed to integrating students with disabilities in regular education environments to the maximum extent possible. Inclusive settings are considered first when determining the least restrictive environment. North Penn currently provides special education services to over 64% of our students in regular education settings more than 80% of the day.

North Penn School District employs various methods to ensure the Least Restrictive environment for all students with disabilities. Child Study teams in each building carefully discuss and review appropriate interventions and student strengths and needs for the IEP team to consider. The IEP teams review and discuss all components of the child's education and make an informed decision regarding placement, considering regular education with supplementary aids and services first. At times, a child's needs may warrant a placement outside of the District in order to meet their LRE needs. The progress of those students is monitored regularly to determine whether a successful transition to less restrictive environment is possible. North Penn School District also has district-wide and building specific programs and supports to further ensure LRE.

All elementary and secondary buildings promote inclusive practices and settings to students with IEPs. Currently, the elementary percentage of itinerant level of support (LRE

target) is at an average of 65% across all elementary schools, which is a significant increase from prior years. The secondary schools' average is 78%. The district recognizes the need to continually make improvements to increase the number of students who are included in the regular education environments and is supported by the district goal. In order to continuously increase this percentage, the elementary schools have placed more emphasis on teacher training and awareness.

During the 2013-14 school year, three of the 13 elementary schools have made significant improvements to inclusive practices. Inglewood Elementary has moved to a fully inclusive environment for all students with disabilities. An emphasis has been placed on staff training and dedication in order to support students and their growth. Additionally, Gwyn Nor and Kulp Elementary Schools have dedicated their programs to increasing inclusive practices. Collaborative efforts among the Montgomery County Intermediate Unit, Principals, and Special Education Supervisors, have provided for staff training in building capacity for inclusive practices. The District plans to continue this trend across all elementary schools in support of the Least Restrictive Environment. Below is a chart that summarizes supplementary aids and services provided by NPSD in order to support students with disabilities in the LRE.

<b>Service/Resource</b>	<b>Description</b>
Alternative assessments and/or grading	Students are allowed alternative ways for demonstration of learning to improve the validity of assessing students' knowledge or skill level including providing test modification in format or content, providing alternate materials and/or assistive technology (e.g., materials on tape, transcribe text into Braille, large print, alternate computer access), oral tests, testing in small group, etc.
Assistive technology to support instruction and/or student learning	Assistive technology to support instruction and/or student learning such as computers, tablets, calculators (large), programs to assist with communication, tablet apps, word processing, adaptive keyboards, audio version of texts and presentations, augmentative communication devices, etc.
Behavioral Specialist/Behavioral support staff	The District has dedicated behavior analysts (BCBA) and a behavior specialist who work with district buildings and staff to provide positive behavioral supports for students who demonstrate that level of need. The BCBA/BS staff conduct functional behavioral assessments (FBA) and develop positive behavioral support plans (PBSP) as well as serve as consultants to IEP teams. Additionally, they can provide professional development training to staff and anyone who may need support providing behavioral interventions to students.

Co-planning and team meetings	Increase and support collaboration among teachers in the development and delivery of SASs; Scheduled time for co-planning and team meetings, instructional arrangements that support collaboration (e.g., co-teaching, paraprofessional support); Professional development related to collaboration
Environmental aids/supports	FM systems; air quality; additional/ modified lighting
Flexible grouping/scheduling	Appropriate grouping, classes, courses, small group instruction, individualized instruction, resource periods
Instructional adaptations	Maximize instructional delivery; greater retention of learning changing order or method of presentation; reduction of pace of instruction; additional time for instruction; pre-teaching, re-teaching
Instructional arrangements	Co-teaching, paraprofessional support; cooperative learning strategies flexible grouping
Mental Health services/support	Counseling; peer support groups; school based mental health supports; addition of secondary emotional support programs
Modified curricular goals and assessments	Differentiation of assignments/tasks; modified instructional expectations, appropriate match the educational needs and cognitive abilities of the students
Physical Supports in the classroom	Furniture arrangement; special furniture; seating arrangement; accessibility, standers; adaptive equipment; Structural aids
Teacher supports	Professional development opportunities, co-planning, and cohort meetings provide regular education teachers strategies and methods for modifying and accommodating for students with disabilities relative to their content.

In regard to SPP targets for the historically under-performing subgroup, which includes students with IEPs, the District is committed to reviewing all relevant data and instructional practices to ensure that the IEP subgroup continues to make growth. A cursory correlation between LRE percentages and PSSA proficiency in grades K - 9 reveal that there is more consistency among elementary school performance in relation to LRE than in middle schools. In addition, the District recognizes that in the area of Mathematics, there is a stronger correlation between students performance on PSSA and the level of inclusion. The District will continue to refine and analyze SPP targets and its relationship to LRE. For the past several years, North Penn has participated in an initiative called Membership, Participation, and Learning (MPL), modeled after the PA state initiative of "Include Me from the Start". MPL has been supported by the Montgomery County Intermediate Unit during the first three years. The IU provides staff training and meets regularly with teachers and MPL teams to refine inclusive practices. This initiative promotes maximum inclusion for students with complex support needs starting in Kindergarten. Regular team meetings

occur to discuss ongoing progress of these students within our District. Team meeting members may include parents, school personnel, outside consultants, and therapists. Since the inception of the MPL model, an increased number of students with complex support needs are being included in the regular education environment to the maximum extent possible.

For the last two years, North Penn has supported a teacher in the role of the inclusion specialist at the elementary and middle school level. The primary role of this position has been to support students with disabilities in general education science and social studies. With the support of the inclusion specialist, students are spending more time in regular education classroom and accessing appropriate grade level curriculum.

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

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

In addition to co-teaching at the secondary level, the district is also committed to including students with complex support needs in the regular education environment. At the middle school level, the full-time, self-contained special education programs have restructured in order to include students in regular education social studies, science and minor area classes.

For the last two years, North Penn has supported a teacher in the role of the inclusion specialist at the elementary and middle school level. The primary role of this position has been to support students with disabilities in general education science and social studies. With the support of the inclusion specialist, students are spending more time in regular education classroom and accessing appropriate grade level curriculum.

At the high school level, similar supports are being implemented to include students with complex support needs. Staff collaborate regularly with parents and team members to provide the least restrictive environment for all students regardless of disability and level of need.

Recently, two additional emotional support programs have been added to support students with behavioral and emotional support needs at the middle and high school level. The creation of these programs has been able to reduce the number of students that are placed out of district.

For students in alternative settings, District representatives maintain open communication and regularly attend IEP meetings and monitor progress to determine if or when a student is ready to return to a less restrictive placement. Plans include time-frames, transitions, and/or evaluation procedures are continually reviewed and discussed to assist in providing a smooth and successful transition to a less restrictive environment. Currently, the District out-placement percentage is 3% of the population.

Currently, the District employs 139 special education teachers and 184 paraprofessionals

covering grades K-12. Having a sufficient amount of staff ensures us the ability to provide special education services in an inclusive setting. Paraprofessionals continue to provide support for these students at all levels. Ongoing professional development is provided to ensure all staff are aware of best-practices for students with disabilities. North Penn School District has utilized various individuals and agencies to provide professional development, including in-house teacher leaders, PaTTAN, MCIU, and contracted professionals to support inclusion and co-teaching.

### *Behavior Support Services*

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.

Anticipated Training Dates for staff: Fall 2014, Winter 2015, Spring 2015, Fall 2015

### **The Students**

The services for students who qualify for behavior support services are varied and diverse.

- Approximately 115 students are eligible for services under the disability category of Emotional Disturbance (ED) at the secondary level.
- Approximately 56 students are eligible for services under the disability category of Emotional Disturbance (ED) at the elementary level.
- Approximately 122 students are eligible for services under the disability category of Autism.(AS) at the secondary level
- Approximately 151 students are eligible for services under the disability category of Autism (AS) at the elementary level.
- 67% of ED students are of secondary age and 33% are of elementary age
- 45%of AS students are of secondary age and 55% are of elementary age

Students are served in the least restrictive setting based upon their individual needs.

### **Safe and Positive Approaches**

Professional and para-professional education staff, as well as building security personnel

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

Four staff members (3 BCBAs and a Special Education Supervisor) are certified by Devereux to train and certify district staff in SPA techniques at all three levels. Two of the District's trainers (both BCBAs) have also completed a supplementary program in The Supervision of Safe & Positive Approaches.

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

### **Positive Behavior Support Plans**

Each student who has been found to have behaviors that impede his/her own learning or that of others, has an IEP that includes a Positive Behavior Support Plan (PBSP). The PBSP incorporates positive behavior interventions, replacement behaviors to be taught, as well as de-escalation strategies. Each teacher is trained in writing measurable behavior goals, the collection of data on goal progress, and the analysis of the behavioral data. Training in the use of Functional Behavioral Analysis (FBA) has also been emphasized. To facilitate the analysis and understanding of behavior, the district employs 3 Board Certified Behavior Analysts and 1 Behavior Specialist. Their responsibilities include observing students; reviewing data; writing FBA reports and making recommendations; consulting with school teams (including IEP teams); and facilitating the generation of PBSPs; as well as providing valuable input to all teachers, and working directly with students to support them in the least restrictive environment.

### **2012-2013 Behavior Support Data**

Total FBAs conducted	216
Consults	42



Ongoing monitoring of student progress through the IEP	45
Peer mediations (Northbridge)	3
Student sessions	132
Group sessions (Northbridge)	226
SPA training	136 hours

### **Emotional Support in the Least Restrictive Setting**

The District is committed to supporting students with Emotional Disturbances in the least restrictive environment.

#### **Elementary Programming**

At the elementary level, some students with emotional disturbances can be successfully supported at the itinerant level through the learning support programs at their home schools. Others require a higher level of support provided through the itinerant Emotional Support programs at Nash or North Wales, which preserves the least restrictive environment for the students by providing “push-in” services by special education staff whenever appropriate.

#### **Middle School Programming**

At the middle school level, as at the elementary level, some students with emotional disturbances can be successfully supported at the itinerant level through the learning support programs at their home schools. Others require the higher level of support provided through the supplemental Emotional Support program at Penndale Middle School, established in the Fall of 2013. Students from all three middle schools, in grades 7,8, and 9, who demonstrate a more outward behavioral profile, and for whom the itinerant level of support is insufficient, are supported through a combination of small group instruction, in-school counseling, and “push-in” support in the general education classroom. It is anticipated that this program will be replicated at the high school level in the Fall of 2014.

#### **High School Programming**

At North Penn High School, as at the other levels, some students with emotional disturbances are successfully supported at the itinerant level through the learning support programs at the High School. Other students with emotional disturbances are successfully supported through Graduation Mentorship, a supplemental credit-bearing special education course designed to promote student engagement with school and increase work completion. Using a research-based curriculum, students participate in problem-solving, skill building, and competence enhancement activities. There are currently three sections of Graduation Mentorship running at the high school, each taught by a special education

teacher and offered during the 1st period of the day. Some students in Graduation Mentorship have PBSPs and receive in-school counseling.

### **Fulltime Emotional Support for Students with Anxiety and Depression**

Some students in grades 9 through 12, are unable to access the general education curriculum due to the debilitating effects of anxiety and depression. Students recommended for this program by their IEP teams may receive emotional support services at three levels: itinerant, supplemental, or full-time. All students participating in this program may participate in a daily credit-bearing group counseling class, Group Dynamics, facilitated by a full-time contracted, licensed counselor. Students may also receive individual counseling as needed. Students receive some or all of their academic instruction in the Emotional Support classroom, delivered by a highly qualified special education teacher. Students may also participate in adapted PE, as needed. Student progress is measured by the degree to which the student shows improvement in attending school, completing work, earning credits, and appropriately accessing resources.

Currently there are 15 students in grades 9-12 receiving support for anxiety and depression through the ES program at North Penn High School. Six of these students were previously supported in out of district placements.

### **Autistic Support in the Least Restrictive Setting**

Behavioral support is provided for eligible students on the autism spectrum at the itinerant, supplemental, and full-time level. Currently there are 17 Autistic Support Classes at the elementary level; 4 Autistic Support Classes at the middle school level; and two Autistic Support classes at the high school.

### **Out of District Placements**

At times, an IEP team determines that a student's needs exceed the resources available at the student's home school.

Currently, there are a total of 22 students placed in alternative settings due to emotional or behavioral concerns.

### **School-based Behavioral Health Services**

The District contracts with Northwestern Human Services and offers the Student Assistance Program (SAP) to students in the district. Students recommended for the program receive a comprehensive evaluation including recommendations for mental health and/or behavioral health services and referrals to resources in the community. Students are referred for drug and substance abuse, suicide, anxiety, and other issues. Two in-school SAP counselors are available to students in the district who have been referred to the program or to the

counselor for support.

The SAP at the high school has been referred to 148 students and consistently meets with 97 of them. The SAP counselor at Northbridge has been referred to all 81 students at Northbridge, and she is currently meeting with 41 of them.

During the 12-13 school year, the district recorded a total of 14 full SAP referrals at the elementary level, 43 referrals at the middle school level, and 38 referrals at the high school.

The District contracts with Lakeside Educational Network to provide in-school counseling services to students. Currently there are 2 counselors working with students at the middle school (part-time) and high school (full-time) levels. The Lakeside in-school counselors provide individual and group counseling to students throughout the school day. Students who are transitioning to a district building, either from an alternative placement or from another school receive services through Lakeside's Mainstay program. The Lakeside in-school counselor at the high school runs daily group therapy with the students in the anxiety and depression program. Both Lakeside in-school counselors provide individual counseling to students in the emotional support programs at the high school and middle school.

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

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

### **Ensuring FAPE**

North Penn School District provides what we would consider a full continuum of services at both elementary and secondary levels. Our programs include but are not limited to servicing those students identified with learning disabilities, hearing impairments, speech/language disorders, emotional disturbance, intellectual disabilities, life skills, and autism. When the District is having difficulty providing FAPE for a student, the IEP team is convened to analyze the current data through progress monitoring, establish interventions, set/revise goals and decide as an IEP team the most appropriate program for implementation of services. If it is deemed necessary to seek an out of district placement, the District has a varied selection of approved placements to apply for service.

The North Penn School District utilizes the Montgomery County Intermediate Unit as well as several Approved Private Schools and Other Private Separate Facilities for those students who need a more restrictive environment. Currently, our population of students who are out placed is below 3% of our total special education population.

### **Hard To Place Students**

The North Penn School District rarely faces the challenge of finding placement for students who are eligible for services under IDEA. However, when a situation arises with a hard to place student, the district accesses the Regional Intensive Interagency Support Coordinator at PaTTAN to assist us. Ms. Lisa Brunschwylar has been most helpful in those situations. The District has developed collaborative relationships with most Approved Private Schools and Other Private Separate Facilities enabling us to successful place students who are in need of a more restrictive environment.

### **Expansion of Services During the Life of this Plan**

As the Emotional Support Program continues to evolve at the secondary level, the District will evaluate and analyze the need for additional classes at both the middle school and high school. If the District is in need of additional classes, plans will be made in early to late spring to add a class. Through our Early Intervention Services, it has been determined that an additional class for students with Autism will be needed at the elementary level for the 2014-2015 school year. In addition, due to the number of students with Autism moving into middle school, an additional class will be added for the 2014-2015 school year.

### ***Strengths and Highlights***

Describe the strengths and highlights of your current special education services and programs. Include in this section directions on how the district provides trainings for staff, faculty and parents.

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

#### **Inclusive Education:**

Special education students at the elementary level are supported in regular education classes through a variety of models, including co-teaching, para-professional support, and

consultation between regular education and special education teachers. Since 2011, the District has partnered with Montgomery Intermediate Unit and PATTAN to implement the Membership, Participation and Learning (MPL) initiative for students with complex support needs.

The general outcomes of MPL as stated by PATTAN include the following:

- Students with complex support needs will be effectively educated in general education classrooms and settings with supplementary aids and services and will receive meaningful educational benefit.
- Regular and special education teachers will collaborate to provide meaningful educational benefit to students with complex support needs in general education classrooms and settings.
- School administrators will demonstrate leadership skills instrumental in promoting an inclusive school community.
- Parents will be welcome partners with school districts in the support of inclusive education for their child.
- School District teams will implement plans for sustainability and expansion of practices.

Inclusive practices training conducted by the Montgomery County Intermediate Unit occurred for MPL teams at each building. Teams met bi-monthly, once as a school team and once with parent participation, to develop student-specific goals and monitor progress. A training and technical assistance consultant and inclusion specialist from MCIU continued to provide direct support to MPL teams. Early intervention students with complex support needs are also being supported through MPL teams in their home schools. 2013-2014 marks the last year of this three year project. The district has built capacity through this initiative to continue supporting students with complex support needs moving forward. Since 2011, there has been at least one in-service training per school year focusing on supporting students with disabilities, with this theme woven throughout many other professional development initiatives.

At the secondary level, co-teaching is employed as one method of supporting students with disabilities in regular education. Intensive professional development and instructional coaching around co-teaching has been implemented across the district at the secondary schools over a three-year period.

Co-teaching at North Penn High School is currently occurring across multiple content areas including English 10, English 11, World Cultures, Biology, Applied Chemistry, Geometry, Algebra 1B, Algebra 2 and Algebra/Geometry 4. English and Algebra offer intensive courses, co-taught classes which include two extra periods of instruction per cycle, allowing for re-

teaching and further differentiation of instruction. Special education teachers are paired with a maximum of two regular education teachers and co-teach only in one content area (English, Mathematics, History, or Science). Co-teaching pairs are provided with the opportunity to meet as a professional learning community regularly throughout the year to reflect on their practice, investigate co-teaching strategies, and collaboratively plan instruction.

At the three middle schools, co-teaching occurs across the core content areas of English, Mathematics, Science and Social Studies. Within the last several years, two “levels” of classes were collapsed across all middle schools to raise expectations and rigor for all students and to encourage the participation of special education students in higher level classes. The blending of levels and increased participation of special education students in regular education settings makes differentiation of instruction a focus area for co-teachers at the middle school level.

### **Reading Interventions**

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North Penn School District also believes in strengthening special education services through effective regular education programming. RTII was implemented in elementary schools in the District through a cyclical approach beginning in the 2009-2010 school year. Students receiving special education services are largely included in “STAR time” in elementary schools. STAR time is when students receive either intervention or enrichment services based upon identification of needs according to the RTII tiers. Increased participation of special education students in regular education interventions and classes is reflected in Penn Data calculations submitted to the Pennsylvania Department of Education. The percentage of students receiving services in regular education settings 80% or more of the time has steadily increased while the percentage of students receiving services in regular education less than 40% of the time has decreased.

In the secondary schools, the District has recently implemented a tiered reading intervention program. This model began in the 2011-2012 school year at the high school level and is scheduled to begin at the middle schools beginning in 2014-2015 school year. A universal screening tool, the Scholastic Reading Inventory (SRI) is viewed in conjunction with other data points to determine students in need of intervention. Each student’s level is assessed by a diagnostic evaluation and data to determine the type and the degree of the reading difficulty, as well as to identify strengths. Students are scheduled into appropriate reading interventions based upon areas of need.

### **Specialized Programming**

In addition to providing Learning Support, Autistic Support and Life Skills Support, North

Penn has recently expanded its capacity by providing Multiple Disabilities Support classes as well as increased opportunities for students in need of Emotional Support.

Two Multiple Disabilities Support classes are currently in operation at Pennfield Middle School and North Penn High School. Students receiving instruction through Multiple Disabilities Support have highly individualized programming driven by student IEP goals. There is a focus on self-care, communication, maximizing independence and activities of daily living. Students are included in regular education electives with their non-disabled peers.

The District also recently expanded its Emotional Support programming. While Emotional Support at the elementary level has been in place for a number of years, the District has added services at the secondary level. At Pennfield Middle School and North Penn High School, supplemental emotional support is available for students with behavioral challenges with a focus on the development of coping skills and increasing engagement. North Penn High School also opened a full-time/supplemental Emotional Support class for students with anxiety and depression who may have otherwise been placed in therapeutic settings. This program focuses on developing appropriate coping mechanisms, problem-solving techniques and life skills. Students receive individual or group counseling as specified by their IEPs.

### **Parent Engagement:**

The North Penn Parents Special Education Council (i.e., Parents and Caregivers of Children with Learning and/or Physical Differences Working Together with the North Penn School District) is a chapter of the North Penn Coordinating Council, a parent-volunteer driven 501(c)(3) nonprofit organization. The mission of the North Penn Parents Special Education Council (NPSEC) is to provide educational and networking opportunities to parents, caregivers and professionals of children with learning and/or physical differences within the North Penn and surrounding communities.

At the heart of NPSEC's programming is its monthly speaker workshop in which professionals are invited to present on a wide variety of special education topics and issues. Examples of recent presentations have included "Life After High School" transition planning, social skills, inclusion, sensory processing and executive functioning, as well as special needs estate planning and a Q&A panel of college-age students with learning differences. The meetings are free to all who attend and educators are eligible to receive continuing education credits.

In previous years, NPSEC has also sponsored a half-day workshop and resource fair focused on transition planning and a weekend conference on Wrightslaw. In the Fall of 2013, NPSEC began a new initiative called "Parent Share" which meets every other month on Saturday

mornings, and focuses on sharing information with families in regard to various community activities for children with disabilities, such as equestrian therapy and inclusive sports programs.

NPSEC's various programs provide invaluable resources of information, as well as a unique opportunity to connect parents, educators and paraprofessionals with one another as well as with area special education experts, services and activities. NPSEC also participates in the annual Senior Awards at North Penn High School and recognizes fifteen graduating special education students for their accomplishments in scholarship, self-advocacy, service, spirit and excellence. Since the Parent Council awards have been instituted in 2003, NPSEC has given approximately \$15,000 to over 150 students.

The North Penn Parents Special Education Council looks forward to continuing its work in the future. We strive to engage district families and educators of special education students in a variety of programs and events in order to share ideas and to provide support to one another. Collaboration amongst parents, educators and professionals provides the best opportunity to ensure a bright future for our children.



# Assurances

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## Safe and Supportive Schools Assurances

The LEA has verified the following Assurances:

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

- Establishment and Implementation of Student Assistance Programs at all of levels of the school system
- Acceptable Use Policy for Technology Resources
- Providing career information and assessments so that students and parents or guardians might become aware of the world of work and career options available.

## Special Education Assurances

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

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

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

Facility Name	Facility Type	Services Provided By	Student Count
Childway	Nonresident	North Penn School District	4
Carson Valley/Anchor House	Nonresident	North Penn School District	4
Carson Valley/Swartley Home	Nonresident	North Penn School District	2
Carson Valley/North Wales Home	Nonresident	North Penn School District	0
Carson Valley/Stump Road Home	Nonresident	North Penn School District	1

## Least Restrictive Environment Facilities

Facility Name	Type of Facility	Type of Service	Number of Students Placed
Abraxas I Youth & Family	Other	Alternative Education	3
Bradley Center	Other	Alternative Education	1
Edison Prep/Mathom House	Other	Alternative Education	1
George Jr. Republic	Other	Alternative Education	2
Glen Mills	Other	Alternative Education	2
Kids Peace	Other	Alternative Education	1
MCC Warwick House	Other	Alternative Education	1
Mont. County Youth Detention	Other	Alternative Education	1
Silver Springs/Martin Luther	Other	Alternative Education	1
Widener Memorial	Other	Alternative Education	1
Anderson School-MCIU	Neighboring School Districts	Alternative Education	5
Bucks Learning Academy	Neighboring School Districts	Alternative Education	1
Camphill	Approved Private Schools	Approved Private School	3
Crefeld	Approved Private Schools	Approved Private School	2
Davidson/Elwyn	Approved Private Schools	Mental Retardation Support, Autistic Support	2
Devereux	Approved Private Schools	Emotional Support, Autistic Support	3
Explorations PHP	Other	Mental Health Facility	4
George Crothers	Approved Private Schools	Full Time Multiple Disabilities Support	1
Hill Top Prep	Other	Learning Support	1
HMS	Approved Private	Full Time Multiple Disabilities	2

	Schools	Support	
Lakeside	Other	Alternative Education	4
Lifeworks	Other	Alternative Education	11
Martin Luther	Approved Private Schools	Emotional Support	4
Springfield HS-MCIU	Neighboring School Districts	Multiple Disabilities Support	1
Shady Grove Elementary	Neighboring School Districts	Hearing Support	1
Melmark	Approved Private Schools	Life Skills Support, Multiple Disabilities Support	4
Milagre School	Other	Autistic Support	2
NHS Autism School	Other	Autistic Support	1
Nexus	Other	Autistic Support	3
Overbrook	Approved Private Schools	Visual Impairment or Blindness, Multiple Disabilities Support	2
Pathway	Approved Private Schools	Autistic Support, Emotional Support, Multiple Disabilities Support	11
Vanguard	Approved Private Schools	Emotional Support, Life Skills Support	6
Woodlyne School	Other	Learning Support	2
Widener School	Other	Physical Support	1
Wordsworth	Other	Life Skills, Autistic Support	1
Benchmark	Other	Learning Support	1
Delaware Valley Friends School	Other	Learning Support	3
Wyncote Academy	Other	Learning Support	1
Quaker School at Horsham	Other	Learning Support	5
Comprehensive Learning Center	Other	Autistic Support	1
AIM Manayunk/Conshocken	Other	Learning Support	1
Solebury School New Hope	Other	Learning Support	1
PA School for Deaf/Philadelphia	Approved Private Schools	Deaf/Hearing Support	1

## Special Education Program Profile

### Program Position #1

*Operator:* School District

#### PROGRAM SEGMENTS

Location/Building	Grade	Building	Support	Service	Age	Caseload	FTE
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		Type		Type	Range		
Bridle Path	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 13	10	0.5

**Program Position #2***Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Bridle Path	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	6 to 9	12	1

**Program Position #3***Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Bridle Path	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 12	15	1

**Program Position #4***Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Bridle Path	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Autistic Support	9 to 12	8	1

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

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Bridle Path	An Elementary School Building	A building in which General Education programs are	Supplemental (Less Than 80% but More Than 20%)	Autistic Support	5 to 8	7	1

		operated					
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**Program Position #6***Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Gwyn Nor	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 12	15	1

**Program Position #7***Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Gwyn Nor	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	6 to 9	20	1

**Program Position #8***Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Gwyn Nor	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 13	13	1

**Program Position #9***Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Gwyn Nor	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 13	10	0.5

Justification: .

**Program Position #10***Operator: School District*

**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Montgomery	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 12	15	1

**Program Position #11***Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Montgomery	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 11	18	1

**Program Position #12***Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Montgomery	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Autistic Support	9 to 12	8	1

**Program Position #13***Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Montgomery	An Elementary School Building	A building in which General Education programs are operated	Full-Time Special Education Class	Autistic Support	6 to 9	5	1

**Program Position #14***Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Oak park	An Elementary School	A building in which General	Supplemental (Less Than 80% but More Than	Learning Support	6 to 9	14	1

	Building	Education programs are operated	20%)				
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**Program Position #15***Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Oak Park	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 12	17	1

**Program Position #16***Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Oak Park	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 12	17	1

**Program Position #17 - Proposed Program***Operator: School District***PROPOSED PROGRAM INFORMATION***Type: ClassandPosition**Implementation Date: January 27, 2014**Average square feet in regular classrooms: 900 sq. ft.**Square footage of this classroom: 960 sq. ft. (32 feet long x 30 feet wide)***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Oak Park	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	7 to 9	6	0.5

**Program Position #18***Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Nash	An Elementary School	A building in which General	Supplemental (Less Than 80% but More Than	Autistic Support	6 to 9	8	1



	Building	Education programs are operated	20%)				
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**Program Position #19***Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
North Wales	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	8 to 10	10	1

**Program Position #20***Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
North Wales	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	9 to 12	17	1

**Program Position #21***Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Nash	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 10	9	1

Justification: For students that are out of age range this issue is addressed in the student's IEP.

**Program Position #22***Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Nash	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Emotional Support	6 to 10	6	1

Justification: For students that are out of age range this issue is addressed in the student's IEP.

**Program Position #23***Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
North Wales	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Emotional Support	6 to 10	6	1

Justification: For students that are out of age range this issue is addressed in the student's IEP.

**Program Position #24***Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
North Wales	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Emotional Support	9 to 12	14	1

**Program Position #25***Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Pennbrook	A Middle School Building	A building in which General Education programs are operated	Itinerant	Learning Support	12 to 13	16	1

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

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

**Program Position #27***Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Pennbrook	A Middle School Building	A building in which General Education programs are	Itinerant	Learning Support	12 to 15	10	1

		operated					
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**Program Position #28***Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Pennbrook	A Middle School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	13 to 16	6	1

**Program Position #29***Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Pennbrook	A Middle School Building	A building in which General Education programs are operated	Itinerant	Learning Support	13 to 14	16	1

**Program Position #30***Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Pennbrook	A Middle School Building	A building in which General Education programs are operated	Itinerant	Learning Support	14 to 17	15	1

**Program Position #31***Operator: School District***PROGRAM SEGMENTS**

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

**Program Position #32***Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Knapp	An Elementary School	A building in which General	Supplemental (Less Than 80% but More Than	Learning Support	5 to 9	20	1

	Building	Education programs are operated	20%)				
Justification: For students that are out of age range this issue is addressed in the student's IEP.							

**Program Position #33***Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Knapp	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	9 to 11	19	1

**Program Position #34***Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Knapp	An Elementary School Building	A building in which General Education programs are operated	Full-Time Special Education Class	Autistic Support	5 to 7	6	1

**Program Position #35***Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Knapp	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 12	16	1
Justification: For students that are out of age range this issue is addressed in the student's IEP.							

**Program Position #36***Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Knapp	An Elementary School Building	A building in which General Education programs are operated	Full-Time Special Education Class	Autistic Support	6 to 9	5	1

**Program Position #37**

Operator: School District

**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Walton Farm	An Elementary School Building	A building in which General Education programs are operated	Full-Time Special Education Class	Life Skills Support	5 to 10	8	1

Justification: For students that are out of age range this issue is addressed in the student's IEP.

**Program Position #38**

Operator: School District

**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Walton Farm	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 12	20	1

Justification: For students that are out of age range this issue is addressed in the student's IEP.

**Program Position #39**

Operator: School District

**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Walton Farm	An Elementary School Building	A building in which General Education programs are operated	Full-Time Special Education Class	Life Skills Support	11 to 13	5	1

**Program Position #40**

Operator: School District

**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Walton Farm	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 13	19	1

Justification: For students that are out of age range this issue is addressed in the student's IEP.

**Program Position #41**

Operator: School District

**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service	Age	Caseload	FTE
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				Type	Range		
Pennfield	A Middle School Building	A building in which General Education programs are operated	Full-Time Special Education Class	Multiple Disabilities Support	11 to 16	7	1

Justification: For students that are out of age range this issue is addressed in the student's IEP.

#### Program Position #42

Operator: School District

##### PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Pennfield	A Middle School Building	A building in which General Education programs are operated	Full-Time Special Education Class	Autistic Support	14 to 16	4	1

#### Program Position #43

Operator: School District

##### PROGRAM SEGMENTS

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

#### Program Position #44

Operator: School District

##### PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Pennfield	A Middle School Building	A building in which General Education programs are operated	Itinerant	Learning Support	12 to 13	16	1

#### Program Position #45

Operator: School District

##### PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Pennfield	A Middle School Building	A building in which General Education programs are operated	Itinerant	Learning Support	14 to 16	17	1

#### Program Position #46

Operator: School District

##### PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Pennfield	A Middle School Building	A building in which General Education programs are operated	Itinerant	Learning Support	12 to 13	16	1

**Program Position #47***Operator:* School District**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Pennfield	A Middle School Building	A building in which General Education programs are operated	Itinerant	Learning Support	13 to 15	11	1

**Program Position #48 - Proposed Program***Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* ClassandPosition*Implementation Date:* September 1, 2013*Average square feet in regular classrooms:* 660 sq. ft.*Square footage of this classroom:* 1440 sq. ft. (30 feet long x 48 feet wide)**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Penndale	A Middle School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Emotional Support	12 to 15	11	1

**Program Position #49***Operator:* School District**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Penndale	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	13	1

**Program Position #50***Operator:* School District**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Penndale	A Middle School Building	A building in which General Education	Supplemental (Less Than 80% but More Than	Learning Support	12 to 13	13	1





Penndale	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 15	11	1
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**Program Position #56***Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Penndale	A Middle School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 15	14	1

**Program Position #57***Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Penndale	A Middle School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	13 to 14	7	0.5

**Program Position #58***Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Penndale	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 13	14	1

**Program Position #59***Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Penndale	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	13	1

**Program Position #60***Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Penndale	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 15	8	1

**Program Position #61***Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Penndale	A Middle School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	13 to 14	11	1

**Program Position #62***Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Penndale	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 15	8	0.5

**Program Position #63***Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Penndale	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 13	13	1

**Program Position #64***Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Penndale	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 15	13	1

**Program Position #65**

*Operator: School District*

**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Penndale	A Middle School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 15	12	1

**Program Position #66**

*Operator: School District*

**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Northbridge	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	15 to 16	4	1

**Program Position #67**

*Operator: School District*

**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Northbridge	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	15 to 18	5	1

**Program Position #68**

*Operator: School District*

**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Northbridge	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	15 to 17	3	0.5

**Program Position #69**

*Operator: School District*

**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Northbridge	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	15 to 17	5	1

**Program Position #70 - Proposed Program**

*Operator: School District*

**PROPOSED PROGRAM INFORMATION***Type: Class**Implementation Date: September 1, 2013**Average square feet in regular classrooms: 660 sq. ft.**Square footage of this classroom: 660 sq. ft. (22 feet long x 30 feet wide)***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Penndale	A Middle School Building	A building in which General Education programs are operated	Itinerant	Autistic Support	12 to 14	5	0.5

**Program Position #71***Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Penndale	A Middle School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Autistic Support	14 to 15	3	0.5

**Program Position #72***Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Penndale	A Middle School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	12 to 15	14	1

**Program Position #73***Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Penndale	A Middle School Building	A building in which General Education programs are operated	Itinerant	Deaf and Hearing Impaired Support	12 to 13	1	1

**Program Position #74***Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
York Ave	An	A building in	Supplemental	Learning	8 to 12	14	1

	Elementary School Building	which General Education programs are operated	(Less Than 80% but More Than 20%)	Support			
Justification: For students that are out of age range this issue is addressed in the student's IEP.							

**Program Position #75***Operator:* School District**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
York Ave	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	14	1

**Program Position #76***Operator:* School District**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
York Ave	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	1

**Program Position #77***Operator:* School District**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
York Ave	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	5 to 12	31	1
Justification: Students are not seen in groups outside of the 3 or 4 year regulatory age span.							

**Program Position #78***Operator:* School District**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
North Penn High School	A Junior/Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	15 to 17	12	0.7

**Program Position #79***Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
North Penn High School	A Junior/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 17	5	0.5

**Program Position #80***Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
North Penn High School	A Junior/Senior High School Building	A building in which General Education programs are operated	Full-Time Special Education Class	Multiple Disabilities Support	16 to 18	4	1

**Program Position #81***Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
North Penn High School	A Junior/Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	15 to 17	15	0.8

**Program Position #82***Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
North Penn High School	A Junior/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 17	3	0.2

**Program Position #83***Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service	Age	Caseload	FTE
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				Type	Range		
North Penn High School	A Junior/Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	15 to 17	26	0.7

**Program Position #84***Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
North Penn High School	A Junior/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 17	3	0.3

**Program Position #85***Operator: School District***PROGRAM SEGMENTS**

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

**Program Position #86***Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
North Penn High School	A Junior/Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	15 to 17	19	0.9

**Program Position #87***Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
North Penn High School	A Junior/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 17	2	0.1

**Program Position #88***Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
North Penn High School	A Junior/Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	15 to 17	10	0.6

**Program Position #89***Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
North Penn High School	A Junior/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 17	8	0.4

**Program Position #90***Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
North Penn High School	A Junior/Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	15 to 17	16	0.9

**Program Position #91***Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
North Penn High School	A Junior/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 17	2	0.1

**Program Position #92***Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service	Age	Caseload	FTE
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				Type	Range		
North Penn High School	A Junior/Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	16 to 18	15	0.6

**Program Position #93***Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
North Penn High School	A Junior/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 18	8	0.4

**Program Position #94***Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
North Penn High School	A Junior/Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	15 to 17	17	0.9

**Program Position #95***Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
North Penn High School	A Junior/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 17	2	0.1

**Program Position #96***Operator: School District***PROGRAM SEGMENTS**

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

**Program Position #97***Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
North Penn High School	A Junior/Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	17 to 19	2	0.3

**Program Position #98***Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
North Penn High School	A Junior/Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	17 to 19	7	0.5

**Program Position #99***Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
North Penn High School	A Junior/Senior High School Building	A building in which General Education programs are operated	Full-Time Special Education Class	Learning Support	17 to 19	2	0.2

**Program Position #100***Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
North Penn High School	A Junior/Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	17 to 21	2	0.2

**Program Position #101***Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
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North Penn High School	A Junior/Senior High School Building	A building in which General Education programs are operated	Full-Time Special Education Class	Life Skills Support	17 to 21	9	0.8
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**Program Position #102***Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
North Penn High School	A Junior/Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	16 to 18	17	0.9

**Program Position #103***Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
North Penn High School	A Junior/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 18	2	0.1

**Program Position #104***Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
North Penn High School	A Junior/Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	16 to 18	16	0.8

**Program Position #105***Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
North Penn High School	A Junior/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 18	2	0.2

**Program Position #106***Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
North Penn High School	A Junior/Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	19 to 21	12	0.8

**Program Position #107***Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
North Penn High School	A Junior/Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	19 to 21	3	0.2

**Program Position #108***Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
North Penn High School	A Junior/Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	16 to 18	13	0.7

**Program Position #109***Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
North Penn High School	A Junior/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 18	4	0.2

**Program Position #110***Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
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North Penn High School	A Junior/Senior High School Building	A building in which General Education programs are operated	Full-Time Special Education Class	Learning Support	16 to 18	1	0.1
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**Program Position #111 - Proposed Program***Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* ClassandPosition*Implementation Date:* September 1, 2013*Average square feet in regular classrooms:* 800 sq. ft.*Square footage of this classroom:* 792 sq. ft. (33 feet long x 24 feet wide)**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
North Penn High School	A Junior/Senior High School Building	A building in which General Education programs are operated	Itinerant	Autistic Support	15 to 17	2	0.4

**Program Position #112***Operator:* School District**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
North Penn High School	A Junior/Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Autistic Support	15 to 17	4	0.6

**Program Position #113***Operator:* School District**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
North Penn High School	A Junior/Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	15 to 17	16	0.9

**Program Position #114***Operator:* School District**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
North Penn High School	A Junior/Senior High School	A building in which General	Supplemental (Less Than 80% but More	Learning Support	15 to 17	2	0.1

	Building	Education programs are operated	Than 20%)				
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**Program Position #115 - Proposed Program**

*Operator:* School District

**PROPOSED PROGRAM INFORMATION**

*Type:* ClassandPosition

*Implementation Date:* September 1, 2013

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

*Square footage of this classroom:* 896 sq. ft. (28 feet long x 32 feet wide)

**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
North Penn High School	A Junior/Senior High School Building	A building in which General Education programs are operated	Itinerant	Emotional Support	15 to 17	10	0.8

**Program Position #116**

*Operator:* School District

**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
North Penn High School	A Junior/Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Emotional Support	15 to 17	2	0.2

**Program Position #117**

*Operator:* School District

**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
North Penn High School	A Junior/Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	15 to 17	17	0.9

**Program Position #118**

*Operator:* School District

**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
North Penn High School	A Junior/Senior High School	A building in which General	Supplemental (Less Than 80% but More	Learning Support	15 to 17	1	0.1

	Building	Education programs are operated	Than 20%)				
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**Program Position #119**

*Operator: School District*

**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
North Penn High School	A Junior/Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	16 to 18	15	0.9

**Program Position #120**

*Operator: School District*

**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
North Penn High School	A Junior/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 18	2	0.1

**Program Position #121**

*Operator: School District*

**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
North Penn High School	A Junior/Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	15 to 18	16	0.9

**Program Position #122**

*Operator: School District*

**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
North Penn High School	A Junior/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 18	2	0.1

**Program Position #123**

Operator: School District

**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
North Penn High School	A Junior/Senior High School Building	A building in which General Education programs are operated	Itinerant	Emotional Support	16 to 18	10	0.8

**Program Position #124**

Operator: School District

**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
North Penn High School	A Junior/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 18	2	0.2

**Program Position #125**

Operator: School District

**PROGRAM SEGMENTS**

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

**Program Position #126**

Operator: School District

**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
North Penn High School	A Junior/Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	16 to 18	15	0.8

**Program Position #127**

Operator: School District

**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
North Penn High School	A Junior/Senior High School	A building in which General	Supplemental (Less Than 80% but More	Learning Support	16 to 18	3	0.2



	Building	Education programs are operated	Than 20%)				
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**Program Position #128***Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
North Penn High School	A Junior/Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	16 to 18	17	1

**Program Position #129***Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
North Penn High School	A Junior/Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	19 to 21	3	0.2

**Program Position #130***Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
North Penn High School	A Junior/Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	19 to 21	7	0.7

**Program Position #131***Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
North Penn High School	A Junior/Senior High School Building	A building in which General Education programs are operated	Full-Time Special Education Class	Learning Support	19 to 21	1	0.1

**Program Position #132***Operator: School District*

**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
North Penn High School	A Junior/Senior High School Building	A building in which General Education programs are operated	Itinerant	Emotional Support	14 to 18	6	0.5

**Program Position #133***Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
North Penn High School	A Junior/Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Emotional Support	14 to 18	6	0.5

**Program Position #134***Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
North Penn High School	A Junior/Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	16 to 18	30	0.9

**Program Position #135***Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
North Penn High School	A Junior/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 18	2	0.1

**Program Position #136***Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
North Penn High School	A Junior/Senior	A building in which	Supplemental (Less Than	Learning Support	16 to 18	8	1

	High School Building	General Education programs are operated	80% but More Than 20%)				
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**Program Position #137***Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
North Penn High School	A Junior/Senior High School Building	A building in which General Education programs are operated	Itinerant	Emotional Support	15 to 17	11	0.9

**Program Position #138***Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
North Penn High School	A Junior/Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Emotional Support	15 to 17	1	0.1

**Program Position #139***Operator: School District***PROGRAM SEGMENTS**

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

**Program Position #140***Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Pennfield	A Middle School Building	A building in which General Education programs are operated	Itinerant	Learning Support	13 to 15	16	1

**Program Position #141***Operator: School District*

**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Gwynedd Square	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	5 to 13	27	1
Justification: Students are not seen in groups outside of the 3 or 4 year regulatory age span.							

**Program Position #142***Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Gwynedd Square	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	14	1

**Program Position #143***Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Gwynedd Square	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 12	16	1
Justification: For students that are out of age range this issue is addressed in the student's IEP.							

**Program Position #144***Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Gwynedd Square	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	5 to 8	11	1

**Program Position #145***Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Gwynedd Square	An	A building in	Supplemental	Autistic	8 to 8	8	1

	Elementary School Building	which General Education programs are operated	(Less Than 80% but More Than 20%)	Support			
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**Program Position #146***Operator:* School District**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Gwynedd Square	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Autistic Support	5 to 6	7	1

**Program Position #147***Operator:* School District**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Gwynedd Square	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Autistic Support	9 to 12	7	1

**Program Position #148***Operator:* School District**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Gwynedd Square	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	7 to 11	33	1

Justification: Students are not seen in groups outside of the 3 or 4 year regulatory age span.

**Program Position #149***Operator:* School District**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Hatfield	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 12	14	1

**Program Position #150***Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Hatfield	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	11 to 12	7	0.5

**Program Position #151***Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Hatfield	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 9	17	1

Justification: For students that are out of age range this issue is addressed in the student's IEP

**Program Position #152***Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Hatfield	An Elementary School Building	A building in which General Education programs are operated	Full-Time Special Education Class	Autistic Support	8 to 10	7	1

**Program Position #153***Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Hatfield	An Elementary School Building	A building in which General Education programs are operated	Full-Time Special Education Class	Autistic Support	11 to 12	8	1

**Program Position #154***Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
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Hatfield	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	5 to 13	37	1
Justification: Students are not seen in groups outside of the 3 or 4 year regulatory age span.							

**Program Position #155***Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Hatfield	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	5 to 13	20	1
Justification: Students are not seen in groups outside of the 3 or 4 year regulatory age span.							

**Program Position #156***Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Inglewood	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Autistic Support	6 to 8	4	0.5

**Program Position #157***Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Inglewood	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 12	17	1

**Program Position #158***Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Inglewood	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	7 to 10	16	1

**Program Position #159***Operator:* School District**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Inglewood	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	5 to 13	19	0.3
Justification: Students are not seen in groups outside of the 3 or 4 year regulatory age span.							

**Program Position #160***Operator:* School District**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Inglewood	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	5 to 13	27	0.5
Justification: Students are not seen in groups outside of the 3 or 4 year regulatory age span.							

**Program Position #161***Operator:* School District**PROGRAM SEGMENTS**

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

**Program Position #162***Operator:* School District**PROGRAM SEGMENTS**

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

**Program Position #163***Operator:* School District**PROGRAM SEGMENTS**

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

**Program Position #164***Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Kulp	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 9	17	1
Justification: For students that are out of age range this issue is addressed in the student's IEP.							

**Program Position #165***Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Kulp	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	20	1

**Program Position #166***Operator: School District***PROGRAM SEGMENTS**

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

**Program Position #167***Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Kulp	An Elementary School Building	A building in which General Education programs are	Itinerant	Speech and Language Support	5 to 13	44	1

		operated					
Justification: Students are not seen in groups outside of the 3 or 4 year regulatory age span.							

**Program Position #168***Operator:* Intermediate Unit**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Anderson Alternative School	A Junior/Senior High School Building	A building in which General Education programs are operated	Full-Time Special Education Class	Emotional Support	15 to 19	5	1

**Program Position #169***Operator:* Intermediate Unit**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Springfield High School	A Junior/Senior High School Building	A building in which General Education programs are operated	Full-Time Special Education Class	Multiple Disabilities Support	20 to 20	1	1

**Program Position #170***Operator:* Intermediate Unit**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Shady Grove Elementary	An Elementary School Building	A building in which General Education programs are operated	Full-Time Special Education Class	Deaf and Hearing Impaired Support	8 to 8	1	1

**Program Position #171***Operator:* School District**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Gwyn Nor	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	5 to 13	52	1

Justification: Students are not seen in groups outside of the 3 or 4 year regulatory age span.

**Program Position #172***Operator:* School District**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Knapp	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	5 to 12	37	0.8

Justification: Students are not seen in groups outside of the 3 or 4 year regulatory age span.

### Program Position #173

*Operator:* School District

#### PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
North Wales	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	5 to 13	57	1

Justification: Students are not seen in groups outside of the 3 or 4 year regulatory age span.

### Program Position #174

*Operator:* School District

#### PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Montgomery	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	5 to 11	45	1

Justification: Students are not seen in groups outside of the 3 or 4 year regulatory age span.

### Program Position #175

*Operator:* School District

#### PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
North Penn High School	A Junior/Senior High School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	15 to 21	35	1

Justification: Students are not seen in groups outside of the 3 or 4 year regulatory age span.

### Program Position #176

*Operator:* School District

#### PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Walton Farm	An Elementary School	A building in which General Education	Itinerant	Speech and Language Support	5 to 13	22	0.4

	Building	programs are operated					
Justification: Students are not seen in groups outside of the 3 or 4 year regulatory age span.							

**Program Position #177***Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Bridle Path	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	5 to 12	40	1
Justification: Students are not seen in groups outside of the 3 or 4 year regulatory age span.							

**Program Position #178***Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Walton Farm	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	5 to 13	42	1
Justification: Students are not seen in groups outside of the 3 or 4 year regulatory age span.							

**Program Position #179***Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Pennfield	A Middle School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	11 to 16	43	0.9
Justification: Students are not seen in groups outside of the 3 or 4 year regulatory age span.							

**Program Position #180***Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
North Penn High School	A Junior/Senior High School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	15 to 18	5	0.1

**Program Position #181**

*Operator:* School District

**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Montgomery	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	5 to 12	30	0.6

Justification: Students are not seen in groups outside of the 3 or 4 year regulatory age span.

**Program Position #182**

*Operator:* School District

**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Bridle Path	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	5 to 13	27	1

Justification: Students are not seen in groups outside of the 3 or 4 year regulatory age span.

**Program Position #183**

*Operator:* School District

**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Pennfield	A Middle School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	12 to 16	4	0.1

**Program Position #184**

*Operator:* School District

**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Knapp	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	5 to 12	32	1

Justification: Students are not seen in groups outside of the 3 or 4 year regulatory age span.

**Program Position #185**

*Operator:* School District

**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Kulp	An	A building in	Itinerant	Speech and	5 to 13	40	1

	Elementary School Building	which General Education programs are operated		Language Support			
Justification: Students are not seen in groups outside of the 3 or 4 year regulatory age span.							

**Program Position #186***Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Montgomery	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Autistic Support	8 to 11	12	1

**Program Position #187***Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Montgomery	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	6 to 9	13	1

**Program Position #188***Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Oak Park	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	5 to 13	43	0.8
Justification: Students are not seen in groups outside of the 3 or 4 year regulatory age span.							

**Program Position #189***Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Nash	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Emotional Support	10 to 12	7	1

**Program Position #190***Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Nash	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	5	0.5

**Program Position #191***Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Nash	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	5 to 11	32	1

Justification: Students are not seen in groups outside of the 3 or 4 year regulatory age span.

**Program Position #192***Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
North Wales	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	5 to 13	57	1

Justification: Students are not seen in groups outside of the 3 or 4 year regulatory age span.

**Program Position #193***Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Pennbrook	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	14	1

**Program Position #194***Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
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Pennbrook	A Middle School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 15	16	1
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**Program Position #195***Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Pennbrook	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 15	16	1

**Program Position #196***Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Pennbrook	A Middle School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	12 to 16	48	1

**Program Position #197***Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Pennfield	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Emotional Support	12 to 13	16	1

**Program Position #198***Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Penndale	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	14	1

**Program Position #199***Operator: School District*



**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
York Ave	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	7 to 12	7	0.2
Justification: Students are not seen in groups outside of the 3 or 4 year regulatory age span.							

**Program Position #200***Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Nash	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 10	6	1
Justification: For students that are out of age range this issue is addressed in the student's IEP.							

**Program Position #201***Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Nash	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 12	6	1

**Program Position #202***Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
District Wide	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Deaf and Hearing Impaired Support	6 to 18	32	1
Justification: For students that are out of age range this issue is addressed in the student's IEP.							

**Program Position #203***Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
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District Wide	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Blind or Visually Impaired Support	5 to 19	21	1
Justification: For students that are out of age range this issue is addressed in the student's IEP.							

**Program Position #204***Operator:* School District**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
North Penn High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	15 to 18	35	1

**Special Education Support Services**

Support Service	Location	Teacher FTE
Director of Special Education	All Buildings	1
Manager of Special Education	All Buildings	1
Psychologists	All Buildings	13
Supervisors of Special Education	All Buildings	6
Behavior Specialists	All Buildings	4
Paraprofessionals	All Buildings	184
Hearing Support	District Wide	1
Vision Support	District Wide	1
Occupational Therapist	District Wide	2

**Special Education Contracted Services**

Special Education Contracted Services	Operator	Amt of Time per Week
Austill's/Occupational Therapy	Outside Contractor	406.94 Hours
Austill's/Physical Therapist	Outside Contractor	162.77 Hours
Exceptional Learning, LLC	Outside Contractor	17.5 Hours
NHS/Counseling Services	Outside Contractor	82.5 Hours
Lakeside/Mental Health Counseling Services	Outside Contractor	64 Hours
Austills Speech Services	Outside Contractor	24.25 Hours
Abington Speech/ Evaluations	Outside Contractor	5 Hours
Abington Speech Services	Outside Contractor	15 Hours
Therapy Source	Outside Contractor	3 Hours

C-Print Captionist	Intermediate Unit	5 Days
Brain Steps	Intermediate Unit	1 Hours
Transition Services	Intermediate Unit	5 Days
Assistive Techonology Resource Center	Intermediate Unit	1 Days
Audiometer Calibration Program	Intermediate Unit	1 Days
Orientation & Mobility	Intermediate Unit	2.94 Hours

# Needs Assessment

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## Record School Patterns

**Question:**

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

What other information do you still need to assess?

**Answer:**

This question has not been answered.

## District Accomplishments

**Accomplishment #1:**

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High school and middle school PSSA and Keystone Exam scores continue to increase over the past three years, exceeding 85% proficient in all subjects and demonstrating strong PVAAS growth.

**Accomplishment #2:**

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High school Keystone Exam scores demonstrate progress toward closing achievement gaps for Historically Underperforming students.

**Accomplishment #3:**

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Student participation in AP courses and exams continues to rise, with over 1400 AP Exams administered in 2014 and 85% of exam scores at a 3 or higher.

**Accomplishment #4:**

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Professional learning opportunities support teachers' ability to identify student areas of need and then implement interventions to address these needs K-12. Interventions include but are not limited to the implementation of RtII in all elementary schools and READ 180, System 44 and Wilson at the secondary schools for students with reading needs. SIOP (K-12) and Reading Apprenticeship (7-12) have also been strengths.

**Accomplishment #5:**

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Training, resources, and time have been provided to instructional staff to help them analyze student data in order to make data driven instructional decisions K-12. Although additional time is always needed for this process to be most effective, there is a foundation in place that supports data driven analysis to inform student instruction.

**Accomplishment #6:**

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Courses where the Keystone Exam is given as the end-of-year assessment have been aligned to PA Core Standards. Teachers who teach these courses have been supported through professional learning communities as well as training opportunities.

**Accomplishment #7:**

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There is a firm foundation in place for the induction program and mentoring process. New teachers are continually supported throughout the year with a mentor relationship in the building where they teach. Every effort is made to match the teacher with a mentor who is certified in the same subject area. Training opportunities take place throughout the year that are applicable to the work in the classroom and also align with school and district goals.

**Accomplishment #8:**

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The district increased its percentage of students receiving itinerant support, particularly at the elementary level, in a sufficient manner to meet the requirements of its Least Restrictive Environment corrective action plan, resulting in completion of the plan requirements.

**Accomplishment #9:**

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Network infrastructure updates such as the wireless update and expansion, increased bandwidth, new uninterrupted power supplies for each wiring closet, and increased security appliances resulted in a reliable and robust network for staff and students.

**Accomplishment #10:**

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Individual, small group, and large group instruction for teachers from the e-Learning Coach has increased use of technology resources in the elementary and middle school classrooms, particularly in the use of iPads as an instruction and intervention tool.

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

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Elementary reading and mathematics scores on the PSSA have stagnated over the past five years.

**Concern #2:**

---

The alignment between current benchmark exam scores and statewide assessment scores is not as robust as is needed for accurate progress monitoring of student achievement.

**Concern #3:**

---

PVAAS growth in grades 4 and 7 is lower than expected.

**Concern #4:**

---

Professional learning communities are not implemented with fidelity across all schools.

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**Concern #5:**

Professional development lacks focus as demonstrated by the many initiatives implemented on an annual basis and the lack of alignment to a 3-5 year plan.

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**Concern #6:**

A lack of clarity exists in terms of how the professional development calendar is organized and who is responsible for the planning process.

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**Concern #7:**

21st century learning strategies require greater access to technology and digital resources than currently exist.

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**Concern #8:**

Increased access to technology and digital resources requires greater student knowledge of digital literacy and online etiquette.

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**Concern #9:**

The district lacks a consistent framework for promoting positive student behavior as opposed to punishment of misbehavior.

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**Concern #10:**

Blended learning strategies and integration of technology into instructional practice are not universally incorporated into teachers' practice.

## Prioritized Systemic Challenges

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

**Aligned Concerns:**

Elementary reading and mathematics scores on the PSSA have stagnated over the past five years.

---

PVAAS growth in grades 4 and 7 is lower than expected.

---

21st century learning strategies require greater access to technology and digital resources than currently exist.

---

Increased access to technology and digital resources requires greater student knowledge of digital literacy and online etiquette.

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Blended learning strategies and integration of technology into instructional practice are not universally incorporated into teachers' practice.

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

**Aligned Concerns:**

Elementary reading and mathematics scores on the PSSA have stagnated over the past five years.

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The alignment between current benchmark exam scores and statewide assessment scores is not as robust as is needed for accurate progress monitoring of student achievement.

---

PVAAS growth in grades 4 and 7 is lower than expected.

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

**Aligned Concerns:**

Professional learning communities are not implemented with fidelity across all schools.

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Professional development lacks focus as demonstrated by the many initiatives implemented on an annual basis and the lack of alignment to a 3-5 year plan.

---

A lack of clarity exists in terms of how the professional development calendar is organized and who is responsible for the planning process.

---

Blended learning strategies and integration of technology into instructional practice are not universally incorporated into teachers' practice.

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

**Aligned Concerns:**

Elementary reading and mathematics scores on the PSSA have stagnated over the past five years.

---

PVAAS growth in grades 4 and 7 is lower than expected.

---

21st century learning strategies require greater access to technology and digital resources than currently exist.

**Systemic Challenge #5** (*System #6*) Establish a district system that fully ensures specially designed instruction is provided to meet the unique learning needs of children with disabilities at no cost to a parent.

**Aligned Concerns:**

The district lacks a consistent framework for promoting positive student behavior as opposed to punishment of misbehavior.

**Systemic Challenge #6** (*System #9*) Establish a district system that fully ensures each member of the district community promotes, enhances and sustains a shared vision of positive school climate and ensures family and community support of student participation in the learning process.

**Aligned Concerns:**

Increased access to technology and digital resources requires greater student knowledge of digital literacy and online etiquette.



# District Level Plan

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## Action Plans

**Goal #1:** Provide ongoing professional development and comprehensive training focused on leadership development, workforce quality and employee engagement.

### Related Challenges:

- Establish a district system that fully ensures professional development is focused, comprehensive and implemented with fidelity.

### Indicators of Effectiveness:

Type: Annual

Data Source: School Performance Profile

Specific Targets: All district schools achieve a School Performance Profile score of at least 90.

All district schools meet School Performance Profile requirements for closing the achievement gap among specific student populations.

Type: Annual

Data Source: PSSA and Keystone Assessments

Specific Targets: Sixty percent of students score in the Advanced range on the PSSA and Keystone Assessments.

Type: Annual

Data Source: Least Restrictive Environment (LRE) Index

Specific Targets: All district schools meet the state target for educating students with IEPs in the Least Restrictive Environment (LRE).

**Strategies:**

*Ensure that there is a 3-5 year professional development plan that is evidence-based, has a maximum of six total initiatives (district and school), and is annually adjusted based on an analysis of data.*

**Description:**

Professional development lacked focus as demonstrated by the many initiatives that were schedule annually. In addition, the lack of a long term plan caused the annual plans to become disjointed, giving the appearance of starting new initiatives every year. The implementation of a three year professional development plan with a streamlined set of objectives will narrow the focus for teachers and administrators in order to develop depth of understanding and consistent implementation in the classroom.

**SAS Alignment:** Standards, Assessment, Curriculum Framework, Instruction

*Ensure that professional development is based upon a needs assessment that is aligned with the district's instructional priorities and with educators' learning needs.*

**Description:**

The current process provides a lack of clarity in terms of how the professional development calendar is organized and who is responsible for the planning process. The district implemented a formal needs assessment process that considered all four of Bernhardt's domains in spring 2014. Enhancement and institutionalization of this process will ensure that professional development activities are aligned with the most pressing district needs as evidenced by data.

**SAS Alignment:** Standards, Assessment, Curriculum Framework, Instruction

*Ensure that professional development provides teachers with the content knowledge and skills needed to maximize student achievement.*

**Description:**

Professional development structures must provide opportunities for teachers to learn and apply the content knowledge and skills needed to

maximize student achievement. These opportunities must include ongoing, job-embedded opportunities to collaborate on successful implementation of strategies. Research supports coaching and professional learning communities as two mechanisms for providing ongoing professional development aimed at fidelity of implementation.

**SAS Alignment:** Standards, Assessment, Instruction

***Implementation Steps:***

*NPSD will adopt a standard needs assessment process for professional development planning that reviews student achievement and demographic data to determine needs.*

**Description:**

Student achievement data will be analyzed by district stakeholder groups to determine and/or confirm academic areas of student need across all schools in core content areas and their professional development implications. The measure of implementation will be the completed data analysis and recommendations for professional development.

**Start Date:** 9/8/2014    **End Date:** 6/29/2018

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

**Supported Strategies:**

- Ensure that professional development is based upon a needs assessment that is aligned with the district's instructional priorities and with educators' learning needs.

*NPSD will adopt a standard needs assessment process for professional development planning that reviews teacher observation and instructional process data to inform professional development needs.*

**Description:**

District stakeholder groups will examine district OASYS data to determine component areas of need for teachers as evidenced through the supervision

and evaluation process. Principals will analyze this data for their respective buildings. Professional development planning will address identified areas of growth at the district and building level. The measure of implementation will be the completed data analysis and the recommendations for professional development.

**Start Date:** 9/8/2014    **End Date:** 6/29/2018

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

**Supported Strategies:**

- Ensure that professional development is based upon a needs assessment that is aligned with the district's instructional priorities and with educators' learning needs.

*NPSD will refine the process used for collaborative development of the professional development calendar.*

**Description:**

A team of stakeholders representing district administrators and staff will collaboratively develop the professional learning calendar with feedback from the Continuing Professional Education Committee based upon the results of the needs assessments. The measure of implementation is the completed annual professional development plan.

**Start Date:** 9/8/2014    **End Date:** 6/29/2018

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

**Supported Strategies:**

- Ensure that professional development is based upon a needs assessment that is aligned with the district's instructional priorities and with educators' learning needs.

*NPSD will adopt a standard needs assessment process that includes soliciting feedback from stakeholders on the perceived degree of need for topics identified through the needs assessment process.*

**Description:**

The Continuing Professional Education Committee identifies concerns on focused areas of professional learning on an annual basis. The Curriculum and Instruction Committee determines the next steps in this process. These concerns may be used to create a needs assessment for professional staff. A needs assessment would be given to determine the degree of concern or need in each area of professional learning identified for the coming year. The generated list will be used to narrow the professional development topic selection for the approved plan. The measure of implementation will be the results from the feedback instrument.

**Start Date:** 9/8/2014      **End Date:** 6/29/2018

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

**Supported Strategies:**

- Ensure that professional development is based upon a needs assessment that is aligned with the district's instructional priorities and with educators' learning needs.

*Develop and implement an annual professional development calendar that reflects a maximum of six initiatives and is inclusive of district and school goals.*

**Description:**

Based upon the implemented needs assessments, the district will adopt an annual professional development calendar that aligns with the 3-5 year plan and includes no more than six initiatives aligned with the district and school goals.

**Start Date:** 9/8/2014      **End Date:** 6/29/2018

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

**Supported Strategies:**

- Ensure that there is a 3-5 year professional development plan that is evidence-based, has a maximum of six total initiatives (district and school), and is annually adjusted based on an analysis of data.

*Annually evaluate and modify the 3-5 year professional development plan.*

**Description:**

The Professional Development Focus Group will guide the development of the annual professional development calendar. Throughout this process, each initiative will be examined through the lens of student achievement and identified areas for educator growth based on academic data as well as analysis of the Danielson components observed in the evaluation process. Feedback will be sought from the District committees throughout this process. Evidence of implementation will be the annual adjustments to the plan based upon data analysis.

**Start Date:** 9/8/2014    **End Date:** 6/30/2017

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

**Supported Strategies:**

- Ensure that there is a 3-5 year professional development plan that is evidence-based, has a maximum of six total initiatives (district and school), and is annually adjusted based on an analysis of data.

*Explore with district administrators time frames that work consistently across all elementary and middle schools for Professional Learning Communities.*

**Description:**

District Administrative meetings and principals' meetings will examine a consistent time frame for professional learning communities, in terms of both duration and frequency. The measure of implementation will be the recommendations for scheduling PLCs beginning in the 2014-15 school year.

**Start Date:** 9/8/2014    **End Date:** 6/30/2015

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

**Supported Strategies:**

- Ensure that professional development provides teachers with the content knowledge and skills needed to maximize student achievement.

*Create a systemic framework for Professional Learning Communities that is based on research and consistently implemented across all schools beginning with the 2015-16 school year.*

**Description:**

Expectations for PLCs will be developed through District committee structures including examining the roles of teachers, format for meetings, and agenda topics. Feedback will be sought from the Continuing Professional Education Committee. Shared ownership and teacher leadership will be developed at all levels. The measure of implementation will be the finalized PLC protocols.

**Start Date:** 9/8/2014      **End Date:** 6/30/2016

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

**Supported Strategies:**

- Ensure that professional development provides teachers with the content knowledge and skills needed to maximize student achievement.

*Paraprofessional*

**Description:**

North Penn School District will provide para-professionals in the district with 20 hours of job-specific training per school year. Training will cover both broad educational topics such as inclusion and supporting students with behavior challenges, as well as specific topics tailored to the population with whom the para-professional works (i.e. autistic support, emotional support, etc.) Evidence that the action step has been implemented will include the following: 1) calendar of trainings for para-professionals indicating titles and descriptions of workshops, 2) attendance sheets from the workshops.

**Start Date:** 7/1/2014    **End Date:** 6/30/2017

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

**Supported Strategies:**

- Ensure that professional development provides teachers with the content knowledge and skills needed to maximize student achievement.

### *Reading NCLB #1*

**Description:**

For the 2012-2013 school year, as reported on the PSSA results in reading, 55 % of IEP students met the AYP target of 91% proficiency. SPP results demonstrated more growth than proficiency for IEP students. North Penn School District will continue to provide on-going professional development in the area of research based reading strategies to all Special Education Teachers over the next three years.

The primary focus of the on-going professional development will address/provide strategies for struggling readers. Researched programs such as Wilson, Read 180, UDL, and LLI will continue during the next three years of this plan. Evidence of implementation will occur through teacher feedback, surveys, and observations.

**Start Date:** 7/1/2014    **End Date:** 6/30/2017

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

**Supported Strategies:**

- Ensure that professional development provides teachers with the content knowledge and skills needed to maximize student achievement.

### *Behavior Support*

**Description:**

**Over the next three years, professional development will occur as outlined below:**



- Training in de-escalation and personal emergency interventions (*Safe and Positive Approaches for Preventing and Responding to Crisis (SPA)*)
- Four District staff members, including one special education administrator will be re-certified yearly by certified Devereux staff to provide training and certification to District staff
- Building and special education administrators will determine which staff members will receive training
- Staff members who are already trained will receive a 1-day re-certification training by certified District trainers prior to, or within 30 days of, certification expiration
- New staff, or staff whose employment expectations require SPA training, will be trained and certified through one of two 2-day trainings conducted by certified District trainers
- All nurses will receive half-day training conducted by District trainers in order to assess the well-being of staff and students following a personal emergency intervention (restraint)
- District security will receive a full day training and certification in de-escalation and personal emergency interventions Training is to be conducted by District trainers
- Extended School Year Staff receive a one-day certification training prior to the ESY session
- Building administrators will be trained and certified in SPA as well as mandatory reporting of restraints

- Ongoing trainings will be held on rotating basis, approximately monthly, from October through July of each year (2014-2017)

**Start Date:** 7/1/2014    **End Date:** 6/30/2017

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

**Supported Strategies:**

- Ensure that professional development provides teachers with the content knowledge and skills needed to maximize student achievement.

## *Autism*

**Description:**

*Training will occur over the next three years for regular education teachers and special education autistic teachers in the area of autism. Due to the increasing number of students with autism, a needs assessment survey was distributed to all professionals in the district pertaining to professional development. The results of the survey yielded five areas of top priority for professional development: (1) Behavior (2) Social Skills (3) Academics (4) Role of Professionals (5) Assistive Technology*

Over the next three years, workshops will be provided in the following areas

- Profile of Students with Autism: Strategies to Support Autistic Students in the Regular Ed. Setting (Regular Education Teachers)
- Core Instruction in Math/Reading; Taking a Closer Look at the Programs Used in Regular Education (Autistic Support Teachers)
- Overview of Functional Behavior Assessments, Behavior Support Plans, and Implementing with Fidelity (Regular Education Teachers and Autistic Teachers)

- Teaching Socials Skills Across all Settings (Regular Education Teachers and Autistic Teachers)
- Assistive Technology: The What, Why and When (Regular Education Teachers and Autistic Teachers)

Evidence that this step has been accomplished will be through teacher feedback, surveys, reflection, and observations.

**Start Date:** 7/1/2014    **End Date:** 6/30/2017

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

**Supported Strategies:**

- Ensure that professional development provides teachers with the content knowledge and skills needed to maximize student achievement.

### *Transition*

**Description:**

During the 2013-2014 school year, secondary special ed. teachers and other related professionals received on-going training in Indicator 13. The training was conducted by the MCIU unit and delivered via workshops throughout the year.

Transition continues to present as an area of growth for the North Penn School District. The diverse needs within our transition program are currently being addressed through many trainings and program modifications. The North Penn School District does currently have several opportunities that facilitate the transition process as it relates to Education, Employment and Independent Living.

The North Penn Career/Work Study Program is designed to support students throughout their transition process. The goal is to match students to needs within the community and further develop employability skills of the students. There are four different tiers of support for students with disabilities based on their individual employment and educational goals.

- Job Exploration:
  - Designed for students new to entering the work place.

- Students work very closely with a job coach.
- Students work approximately 2-3 half days per week.
- Job Training:
  - Designed for students who have some previous job experience, usually those who already participated in job exploration
  - Students' work with a job coach but assistance from the job coach fades as progress is made.
  - The job coach usually is responsible for more than one student.
  - Students work five half days per week.
  - Ideal for students lacking social skills and are anxious due to change.
- Work Study:
  - Students work at community job sites and are paid
  - Job coach support is provided but the amount of intervention is dependent upon student needs.
- Career Study:
  - Designed for students who are interested in volunteering or interning in a career choice for the future
  - Students work five half days per week
  - Job coach support is provided but the amount of intervention is dependent upon student needs

The following is a list of overall strengths in transition:

- Parent participation is strong at IEP meetings for students with disabilities.
- Students have opportunities to gain real-world experience prior to graduation so that they can set attainable goals.
- More students are enrolled in general education classes to support post-secondary education goals.
- Students have the opportunity to enroll in a variety of major and minor elective courses as described in the program of studies.
- Enrichment opportunities are available for students dually identified as gifted.

In the course of this three year plan, the district will strengthen the following areas of need:

- There is insufficient data reported in student IEPs to illustrate the above programs that are made available to students.
- Current IEPs are not consistently transition driven.
- Students require additional social and organizational skills to function in a professional work setting.

The following will outline professional development activities over the course of three years:

- Onsite training with guided practice on Indicator 13 items

- Review of IEP Reference guide to reflect transition driven IEPs
- Implement middle school to high school transition supports with on-going guided practice

Evidence that the action steps have been implemented will be determined through Indicator 13 compliance and improved IEPs reflecting the mandatory components for transition.

**Start Date:** 7/1/2014    **End Date:** 6/30/2017

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

**Supported Strategies:**

- Ensure that professional development provides teachers with the content knowledge and skills needed to maximize student achievement.

**Goal #2:** Ensure that all students maximize their achievement and growth through providing equity and access to the academic program so that all students meet challenging expectations and the district closes achievement gaps.

**Related Challenges:**

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

**Indicators of Effectiveness:**

Type: Annual

Data Source: School Performance Profile

Specific Targets: All district schools achieve a School Performance Profile score of at least 90.

All district schools meet School Performance Profile requirements for closing the achievement gap among specific student populations.

Type: Annual

Data Source: PSSA and Keystone Assessments

Specific Targets: Sixty percent of students score in the Advanced range on the PSSA and Keystone Assessments.

Type: Annual

Data Source: PSSA

Specific Targets: Ninety-five percent of students in Grade 3 score at the Proficient or Advanced level on the PSSA English Language Arts Assessment.

### ***Strategies:***

*Support learning that allows mastery and application of content and skills as well as growth in achievement for all students, including advanced and gifted learners.*

#### **Description:**

Successful school systems ensure that students continue to grow at least one year's growth or more in order to achieve career and college readiness standards. Specific instructional models that are research-based address specific student needs with appropriately targeted instruction.

**SAS Alignment:** Standards, Instruction, Safe and Supportive Schools

*Expand and refine the course placement and grade-level transition processes to ensure all students receive a challenging curriculum.*

#### **Description:**

Successful transitions from grade to grade and grade range to grade range are necessary to prevent regression in student achievement. These

transitions include both academic and emotional/cultural transitions. Research supports strong vertical alignment of both curriculum and student expectations in order to attain smooth transitions.

**SAS Alignment:** Safe and Supportive Schools

*Collaborate with community partners so that students enter kindergarten proficient in the PA Early Learning Standards.*

**Description:**

Through the Keystones to Opportunity Grant and participation in the Student Success initiatives of the North Penn United Way, the NPSD has developed strong community partnerships designed to foster student mastery of preliteracy skills prior to the start of kindergarten. The Preschool Outreach Coordinator has forged strong partnerships with parents, preschool staff, community partners, and district staff to provide improved family engagement and preschool readiness efforts. The efforts in this area assist in attaining the district goal of all students reading on grade level by the end of grade 3.

**SAS Alignment:** Safe and Supportive Schools

**Implementation Steps:**

*Expand and refine inclusive practices to provide students with Individualized Education Programs (IEPs) access to challenging curriculum.*

**Description:**

Inclusion of all students in the general curriculum is a research-based practice that is effective in maximizing student achievement. NPSD has worked with schools to expand their inclusion models for all students with special needs. Co-teaching and provision of related services in the regular education context are two examples of focus areas that will continue to be implemented. The measure of implementation will be each school's progress in meeting the LRE target set by PDE.

**Start Date:** 9/1/2014      **End Date:** 9/28/2018

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

**Supported Strategies:**

- Support learning that allows mastery and application of content and skills as well as growth in achievement for all students, including advanced and gifted learners.

*Increase the English language proficiency of English Language Learners (ELLs) through a systematic, research-based instructional framework such as SIOP.*

**Description:**

The Sheltered Instructional Observational Protocol (SIOP) is a research-based instructional framework centering on the mastery of academic vocabulary and background knowledge. The district has trained 200 teachers in the SIOP model at this time, and will continue to expand the use of SIOP strategies as a means to improve English language proficiency.

**Start Date:** 9/1/2014      **End Date:** 6/30/2016

**Program Area(s):**

**Supported Strategies:**

- Support learning that allows mastery and application of content and skills as well as growth in achievement for all students, including advanced and gifted learners.

*Research and develop a plan to implement Response to Instruction and Intervention (RtII) in Mathematics.*

**Description:**

The RtII framework has been implemented in literacy in grades K-6. This framework has provided a structure for data analysis, diagnosis of student needs, and matching of interventions or enrichment opportunities to address needs. The expansion of the RtII framework into mathematics will increase student proficiency by providing structured intervention opportunities that currently do not exist.

**Start Date:** 9/8/2014      **End Date:** 6/30/2017

**Program Area(s):**



**Supported Strategies:**

- Support learning that allows mastery and application of content and skills as well as growth in achievement for all students, including advanced and gifted learners.

*Develop and implement consistent instructional frameworks based upon research and best practice that provide a set of standards and expectations for lesson planning and lesson implementation for teaching and learning.*

**Description:**

Structured lesson frameworks provide a consistent, research-based structure for lesson planning and implementation. The district will continue to implement standard protocols such as the SIOP model in addition to district-developed models based upon research. The measure of implementation will be walkthrough and observation data.

**Start Date:** 9/1/2014      **End Date:** 6/29/2018

**Program Area(s):****Supported Strategies:**

- Support learning that allows mastery and application of content and skills as well as growth in achievement for all students, including advanced and gifted learners.

*Investigate opportunities to expand access to AP courses, concurrent college enrollment, and other advanced learning opportunities.*

**Description:**

Students who have achieved grade level standards need opportunities to continue their academic growth at their instructional levels. The district will investigate opportunities to expand the range of enrichment opportunities available to advanced learners. The measure of implementation will be the number of opportunities offered to students.

**Start Date:** 9/21/2015      **End Date:** 6/25/2018

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

**Supported Strategies:**

- Support learning that allows mastery and application of content and skills as well as growth in achievement for all students, including advanced and gifted learners.

*Create opportunities for cross grade level discussions in specific content areas in order to increase understanding of vertical articulation of curriculum.*

**Description:**

Vertical articulation of curriculum is a key strategy to ensure continuity of learning. The curriculum review process will create smooth transitions as well as establishing cornerstone assessments that spiral big ideas from one year to another.

**Start Date:** 9/8/2014      **End Date:** 6/29/2018

**Program Area(s):**

**Supported Strategies:**

- Expand and refine the course placement and grade-level transition processes to ensure all students receive a challenging curriculum.

*Refine and revise the curriculum frameworks to include clear end goals to be incorporated in the following year's curriculum framework.*

**Description:**

In order to aid smooth transitions, curriculum frameworks must contain clear end goals that serve as the starting points for the next year's curriculum framework.

**Start Date:** 9/5/2016      **End Date:** 6/29/2018

**Program Area(s):**

**Supported Strategies:**

- Expand and refine the course placement and grade-level transition processes to ensure all students receive a challenging curriculum.

*Conduct research to investigate root causes and the extent of course placement processes along with the impact on student population representation at all grade levels and buildings; develop recommendations for process changes.*

**Description:**

The course placement process incorporates multiple data points to determine appropriate instructional placements for students. The district has noted a demographic imbalance in the students placed at particular instructional levels. A review of the process is needed to determine whether it provides equal access to all qualified students in terms of instructional placement based upon multiple indicators of student strengths and needs. The measure of implementation will be the approved recommendations for revision of the course placement process.

**Start Date:** 9/7/2015    **End Date:** 6/30/2016

**Program Area(s):** Special Education, Gifted Education

**Supported Strategies:**

- Expand and refine the course placement and grade-level transition processes to ensure all students receive a challenging curriculum.

*Audit student participation in extracurricular and co-curricular opportunities and determine recommendations for increasing participation.*

**Description:**

Schools will determine the level of student participation in at least one extracurricular or co-curricular activity and determine opportunities to improve student participation, with emphasis on inclusion of students with diverse interests and needs. The measure of implementation will be an improved student participation rate.

**Start Date:** 9/8/2014    **End Date:** 6/30/2016

**Program Area(s):**

**Supported Strategies:**

- Expand and refine the course placement and grade-level transition processes to ensure all students receive a challenging curriculum.

*Refine the kindergarten registration process to determine kindergarten readiness levels of incoming students.*

**Description:**

In 2013-14, NPSD implemented a set of kindergarten readiness tasks to be completed by incoming students during the registration process. These tasks provided a baseline set of data to inform the kindergarten teachers of student strengths and needs as they entered kindergarten. This information allowed teachers to appropriately adjust instruction from the start of the school year. The process will be refined to improve the data collection process. The measure of implementation will be the data sets provided to the kindergarten teachers.

**Start Date:** 9/8/2014    **End Date:** 6/30/2015

**Program Area(s):**

**Supported Strategies:**

- Expand and refine the course placement and grade-level transition processes to ensure all students receive a challenging curriculum.
- Collaborate with community partners so that students enter kindergarten proficient in the PA Early Learning Standards.

*Work with area preschools to provide family engagement and educational activities.*

**Description:**

The Preschool Outreach Coordinator provides educational opportunities for community parents of preschoolers at selected preschool locations. The district seeks to expand her role and serve more members of the NPSD

community. The measure of implementation will be the number of parent engagement activities and the attendance at those activities.

**Start Date:** 9/28/2015    **End Date:** 6/25/2018

**Program Area(s):**

**Supported Strategies:**

- Collaborate with community partners so that students enter kindergarten proficient in the PA Early Learning Standards.

*Provide ongoing professional development in the early learning standards for preschool providers.*

**Description:**

The Preschool Outreach Coordinator will continue to provide access to high quality professional development opportunities to improve understanding and implementation of the PA Early Learning Standards. The measure of implementation will be improved ECERS scores in the targeted areas.

**Start Date:** 9/8/2014    **End Date:** 6/29/2018

**Program Area(s):**

**Supported Strategies:**

- Collaborate with community partners so that students enter kindergarten proficient in the PA Early Learning Standards.

**Goal #3:** Expand learning options for students through the use of digital resources and technology tools.

**Related Challenges:**

- Establish a district system that fully ensures the consistent implementation of effective instructional practices across all classrooms in each school.
- Establish a district system that fully ensures each member of the district community promotes, enhances and sustains a shared vision of positive school

climate and ensures family and community support of student participation in the learning process.

**Indicators of Effectiveness:**

Type: Annual

Data Source: School Performance Profile

Specific Targets: All district schools achieve a School Performance Profile score of at least 90.

All district schools meet School Performance Profile requirements for closing the achievement gap among specific student populations.

Type: Annual

Data Source: Standard digital literacy assessment

Specific Targets: All district schools score at the Proficient level on student knowledge and application of digital literacy practices.

***Strategies:***

*Collaborate with community partners so that students enter kindergarten proficient in the PA Early Learning Standards.*

**Description:**

Through the Keystones to Opportunity Grant and participation in the Student Success initiatives of the North Penn United Way, the NPSD has developed strong community partnerships designed to foster student mastery of preliteracy skills prior to the start of kindergarten. The Preschool Outreach Coordinator has forged strong partnerships with parents, preschool staff, community partners, and district staff to provide improved family engagement and preschool readiness efforts. The efforts in this area assist in attaining the district goal of all students reading on grade level by the end of grade 3.

**SAS Alignment:** Safe and Supportive Schools

*Refresh and increase the number of technology resources available for students and teachers based on curriculum needs.*

**Description:**

Access to technology is a key component of true technology integration. As instructional practices move toward 21st century thinking and learning skills, it is critical for students and staff to have ongoing, regular access to technology in order to effectively incorporate digital resources into instructional practice.

**SAS Alignment:** Instruction, Materials & Resources

*Expand opportunities for students to access online learning options and digital resources.*

**Description:**

The use of hybrid learning strategies and digital resources greatly expands the learning options available to students and promotes differentiation of instructional opportunities. The district will expand these options through increasing access to online courses and more fully employing hybrid learning strategies. The measure of implementation will be the number of students and teachers accessing online resources for instruction.

**SAS Alignment:** Instruction

**Implementation Steps:**

*Increase technology resources to provide one to one access to mobile technology devices for students in elementary and secondary schools.*

**Description:**

The continuation of the one to one initiative will expand to include students in grades K-12 with the provision of either minis or laptops for student use. At the high school level, support will be provided through a refresh of selected laptops and desktops as well as replacing selected classroom desktop computers with mobile devices. The measure of implementation will be the installation of the new equipment and walkthrough data demonstrating that it is being incorporated into instruction.

**Start Date:** 9/7/2015    **End Date:** 6/28/2018

**Program Area(s):** Educational Technology

**Supported Strategies:**

- Refresh and increase the number of technology resources available for students and teachers based on curriculum needs.

*Purchase and implement a data warehouse to link demographic, achievement, and operational data.*

**Description:**

A data warehouse will streamline the data collection and collation processes to allow more time for meaningful data analysis. The measure of implementation will be the purchase, installation, and training on the data warehouse software.

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

**Program Area(s):** Educational Technology

**Supported Strategies:**

- Refresh and increase the number of technology resources available for students and teachers based on curriculum needs.

*Improve technology infrastructure to support instructional and operational needs.*

**Description:**

Many network upgrades are planned for the next three years to address the growing demand for technology integration into the instructional environment. The district plans to complete a VoIP upgrade for all classrooms. NPSD technology staff will also monitor the district needs for wireless access and adjust coverage and density components when necessary. They will replace switches and other infrastructure components to meet the needs of increased bandwidth and density as well as expanding to a 64 bit environment. In addition, classroom and office computers will be upgraded to the Windows 8 operating system.



**Start Date:** 9/8/2014    **End Date:** 6/29/2018

**Program Area(s):** Educational Technology

**Supported Strategies:**

- Refresh and increase the number of technology resources available for students and teachers based on curriculum needs.

*Differentiate and personalize instruction through the use of hybrid learning strategies such as station rotation, flipped classrooms, and online digital resources.*

**Description:**

Expanding the use of hybrid learning models will increase student engagement and more effectively integrate technology into the instructional process. The district will expand the use of hybrid learning at the elementary level and in the credit recovery program to personalize instruction. The measure of implementation will be walkthroughs and observation data.

**Start Date:** 9/8/2014    **End Date:** 6/29/2018

**Program Area(s):** Educational Technology

**Supported Strategies:**

- Expand opportunities for students to access online learning options and digital resources.

*Expand online learning opportunities for students to access curriculum through modified scheduling options and resources.*

**Description:**

The district will prepare a plan to expand its current cyber options to include summer school, blended learning, credit recovery, and homebound instruction options. The measure of implementation will be the final plan and its recommendations.

**Start Date:** 9/8/2014    **End Date:** 6/28/2018

**Program Area(s):** Educational Technology

**Supported Strategies:**

- Expand opportunities for students to access online learning options and digital resources.

*Implement a learning management system for teachers to promote various delivery methods of instruction both in the classroom and for teachers' professional development.*

**Description:**

A learning management system will provide a single platform for the delivery of blended learning and hybrid classroom instruction. This system can also be used to provide hybrid or distance learning options for teachers. The measure of implementation will be the number of instructional opportunities delivered through this platform.

**Start Date:** 9/5/2016      **End Date:** 6/29/2018

**Program Area(s):** Educational Technology

**Supported Strategies:**

- Refresh and increase the number of technology resources available for students and teachers based on curriculum needs.
- Expand opportunities for students to access online learning options and digital resources.

*Continue to provide staff development in the use of iPads and appropriate apps to meet the PA Early Learning Standards.*

**Description:**

The e-Learning Coach will continue to work with the teachers in partner preschools to provide training and support on the use of iPads as instructional tools in the preschool classroom. Technology staff will continue to support the addition of apps that link to the PA Early Learning Standards. The measure of implementation will be increased scores on the ECERS tool.

**Start Date:** 9/8/2014    **End Date:** 6/29/2018

**Program Area(s):** Educational Technology

**Supported Strategies:**

- Collaborate with community partners so that students enter kindergarten proficient in the PA Early Learning Standards.
- Refresh and increase the number of technology resources available for students and teachers based on curriculum needs.

**Goal #4:** Engage all students, staff and community members as active participants in the life of the district.

**Related Challenges:**

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

**Indicators of Effectiveness:**

Type: Annual

Data Source: School Performance Profile

Specific Targets: All district schools achieve a School Performance Profile score of at least 90.

All district schools meet School Performance Profile requirements for closing the achievement gap among specific student populations.

Type: Annual

Data Source: PSSA

Specific Targets: Ninety-five percent of students in Grade 3 score at the Proficient or Advanced level on the PSSA English Language Arts Assessment.

**Strategies:**

*Collaborate with community partners so that students enter kindergarten proficient in the PA Early Learning Standards.*

**Description:**

Through the Keystones to Opportunity Grant and participation in the Student Success initiatives of the North Penn United Way, the NPSD has developed strong community partnerships designed to foster student mastery of preliteracy skills prior to the start of kindergarten. The Preschool Outreach Coordinator has forged strong partnerships with parents, preschool staff, community partners, and district staff to provide improved family engagement and preschool readiness efforts. The efforts in this area assist in attaining the district goal of all students reading on grade level by the end of grade 3.

**SAS Alignment:** Safe and Supportive Schools

*Research co-curricular activities and involvement in the greater school community and its impact on student learning and engaged.*

**Description:**

Research is clear that students who have a strong connection to their school communities are at lower risk for academic difficulties, retention, and dropping out. Increasing student participation in the life of the school will build relationships and student engagement, which in turn will demonstrate a positive impact on student achievement.

**SAS Alignment:** Safe and Supportive Schools

*Create and implement a comprehensive communications plan.*

**Description:**

Comprehensive communications systems are critical to maintaining the support for and understanding of district initiatives. In addition, comprehensive communications systems allow for proactive communication rather than reactive only. The district uses a variety of communications methods to reach all members of the community.

**SAS Alignment:** None selected

**Implementation Steps:**

*Collaborate with community partners to provide family engagement and educational activities.*

**Description:**

The Preschool Outreach Coordinator will work with preschool partners, North Penn United Way, Head Start of Lansdale, and other partners to provide family engagement activities that promote kindergarten readiness. The measure of implementation will be the number of family engagement activities conducted each year.

**Start Date:** 9/1/2014    **End Date:** 6/29/2018

**Program Area(s):**

**Supported Strategies:**

- Collaborate with community partners so that students enter kindergarten proficient in the PA Early Learning Standards.

*Refine the kindergarten registration process to determine kindergarten readiness levels of incoming students.*

**Description:**

In 2013-14, NPSD implemented a set of kindergarten readiness tasks to be completed by incoming students during the registration process. These tasks provided a baseline set of data to inform the kindergarten teachers of student strengths and needs as they entered kindergarten. This information allowed teachers to appropriately adjust instruction from the start of the school year. The process will be refined to improve the data collection process. The measure of implementation will be the data sets provided to the kindergarten teachers.

**Start Date:** 9/8/2014    **End Date:** 6/30/2015

**Program Area(s):**

**Supported Strategies:**

- Collaborate with community partners so that students enter kindergarten proficient in the PA Early Learning Standards.

*Provide ongoing professional development in the early learning standards for preschool providers.*

**Description:**

The Preschool Outreach Coordinator will continue to provide access to high quality professional development opportunities to improve understanding and implementation of the PA Early Learning Standards. The measure of implementation will be improved ECERS scores in the targeted areas.

**Start Date:** 9/8/2014      **End Date:** 6/29/2018

**Program Area(s):**

**Supported Strategies:**

- Collaborate with community partners so that students enter kindergarten proficient in the PA Early Learning Standards.

*Audit student participation in extracurricular and co-curricular opportunities and determine recommendations for increasing participation.*

**Description:**

Schools will determine the level of student participation in at least one extracurricular or co-curricular activity and determine opportunities to improve student participation, with emphasis on inclusion of students with diverse interests and needs. The measure of implementation will be an improved student participation rate.

**Start Date:** 9/8/2014      **End Date:** 6/30/2016

**Program Area(s):**

**Supported Strategies:**

- Research co-curricular activities and involvement in the greater school community and its impact on student learning and engaged.

*Utilize print, television, social media and the district website to facilitate two-way communication.*

**Description:**

The use of a variety of media outlets ensures that the maximum number of community members will receive district communication. Given the changing demographics of the district, it is important to use both digital and traditional means of communication. The measure of implementation will be the documentation of the types of communication used each year.

**Start Date:** 9/8/2014    **End Date:** 6/25/2018

**Program Area(s):**

**Supported Strategies:**

- Create and implement a comprehensive communications plan.

*Provide opportunities for face to face meetings between student, community, or employee groups and the superintendent.*

**Description:**

Face to face meetings are most effective for allowing two way communication and the communication of complex topics. The district will continue to offer a variety of face to face communication opportunities. The measure of implementation will be the number of opportunities offered.

**Start Date:** 9/8/2014    **End Date:** 6/25/2018

**Program Area(s):**

**Supported Strategies:**

- Create and implement a comprehensive communications plan.

*Improve accessibility such as language translations for important school and district information.*

**Description:**

The changing demographics of the district require sensitivity toward the language needs of families and community members. The district will expand the range of communications available in multiple languages to meet the needs of the community. The measure of implementation will be the translated documents.

**Start Date:** 9/8/2014    **End Date:** 6/25/2018

**Program Area(s):**

**Supported Strategies:**

- Create and implement a comprehensive communications plan.

**Goal #5:** Increase student achievement through high quality instruction that prepares all students for college and/or career success.

**Related Challenges:**

- Establish a district system that fully ensures consistent implementation of standards aligned curricula across all schools for all students.
- Establish a district system that fully ensures the consistent implementation of effective instructional practices across all classrooms in each school.
- Establish a district system that fully ensures specially designed instruction is provided to meet the unique learning needs of children with disabilities at no cost to a parent.
- Establish a district system that fully ensures students who are academically at risk are identified early and are supported by a process that provides interventions based upon student needs and includes procedures for monitoring effectiveness.

**Indicators of Effectiveness:**

Type: Annual

Data Source: School Performance Profile

Specific Targets: All district schools achieve a School Performance Profile score of at least 90.

Type: Annual



Data Source: School Performance Profile

Specific Targets: All district schools meet School Performance Profile requirements for closing the achievement gap among specific student populations.

Type: Annual

Data Source: PSSA and Keystone Exams

Specific Targets: At least 60 percent of students score in the Advanced range.

Type: Annual

Data Source: PSSA Assessment

Specific Targets: 95 percent of students in grade 3 score at the Proficient or Advanced level.

### **Strategies:**

*Align curriculum, instruction, and assessment in all subject areas to align with state standards and expected levels of mastery.*

#### **Description:**

Highly effective school systems ensure a standards-based curriculum, instruction, and assessment system that provides all students with meaningful instructional experiences designed to attain mastery of state standards.

**SAS Alignment:** Standards, Instruction, Assessment

*Provide a systematic curriculum and instruction process to ensure student achievement and growth for all learners as well as embracing diversity.*

#### **Description:**

Highly effective school systems ensure the implementation of research-based instructional models aligned to state standards.

**SAS Alignment:** Standards, Assessment, Instruction

*Review and analyze student achievement data at the district, building, and teacher levels to ensure the implementation of effective instructional practices and research-based interventions and strategies.*

**Description:**

Use of student data to determine ongoing instructional practice is a research-based method for improving student achievement.

**SAS Alignment:** None selected

*Expand opportunities for students to make informed career choices.*

**Description:**

Students require experiences that build their background knowledge and access to a challenging, multifaceted curriculum to make informed career choices. The district will provide these experiences as well as structured career exploration opportunities for students.

**SAS Alignment:** Safe and Supportive Schools

**Implementation Steps:**

*Continue to implement the Understanding By Design (UBD) process to develop curriculum frameworks and curriculum unit plans.*

**Description:**

The Understanding By Design (UBD) framework is research-based and proven to provide a tight alignment between curriculum, instruction and assessment. The district will continue to use this framework as the overarching structure for the curriculum review and revision process. The measure of implementation will be the final products of the curriculum review process.

**Start Date:** 9/1/2014    **End Date:** 6/30/2017

**Program Area(s):**

**Supported Strategies:**

- Align curriculum, instruction, and assessment in all subject areas to align with state standards and expected levels of mastery.

*Align the Elementary English Language Arts curriculum to the PA Core Standards through the development of a curriculum framework, selection of materials and resources, and development of end of year assessments.*

**Description:**

The current Elementary ELA curriculum is aligned to the legacy standards, but requires revision for alignment with the PA Core standards. The measure of implementation will be the final work products and the documented training on the implementation of the new curriculum.

**Start Date:** 9/1/2014    **End Date:** 6/30/2015

**Program Area(s):**

**Supported Strategies:**

- Align curriculum, instruction, and assessment in all subject areas to align with state standards and expected levels of mastery.
- Provide a systematic curriculum and instruction process to ensure student achievement and growth for all learners as well as embracing diversity.

*Develop and implement Elementary English Language Arts curriculum-based assessments and implement the new curriculum framework and materials.*

**Description:**

The development and implementation of standards-based assessments to support the curriculum implementation supports the fidelity of implementation and consistent student expectations. The measure of

implementation will be the final work products and the documented training on their implementation.

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

**Program Area(s):**

**Supported Strategies:**

- Align curriculum, instruction, and assessment in all subject areas to align with state standards and expected levels of mastery.
- Provide a systematic curriculum and instruction process to ensure student achievement and growth for all learners as well as embracing diversity.
- Review and analyze student achievement data at the district, building, and teacher levels to ensure the implementation of effective instructional practices and research-based interventions and strategies.

*Develop and refine additional Elementary English Language Arts performance tasks, assessments, and common instructional practices.*

**Description:**

The development and implementation of common performance tasks and assessments will support fidelity of implementation and consistent student expectations. The measure of implementation will be the production of the required resources.

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

**Program Area(s):**

**Supported Strategies:**

- Align curriculum, instruction, and assessment in all subject areas to align with state standards and expected levels of mastery.
- Review and analyze student achievement data at the district, building, and teacher levels to ensure the implementation of effective instructional practices and research-based interventions and strategies.

*Implement the revised Elementary Math curriculum in grades 4-6 and develop and implement curriculum-based end of unit and end of year assessments in grades K-6.*

**Description:**

The elementary Math curriculum was aligned with the PA Core standards in 2012-13 and grades K-3 implemented the new curriculum in 2013-14. Continued implementation will be measured by building observations, walkthroughs, and 4Sight Math scores.

**Start Date:** 9/1/2014    **End Date:** 6/30/2015

**Program Area(s):**

**Supported Strategies:**

- Align curriculum, instruction, and assessment in all subject areas to align with state standards and expected levels of mastery.

*Implement the PA Core aligned Secondary English Language Arts and Reading curriculum frameworks, anchor units, and program materials in Grades 7-12 and develop curriculum-based midterms and finals examinations for these frameworks.*

**Description:**

The Secondary ELA and Reading curriculum frameworks were aligned with PA Core expectations in 2013-14, and new anchor text units were developed to support the instruction. The measure of implementation will consist of observation and walkthrough data as well as the final products of the assessment development.

**Start Date:** 9/1/2014    **End Date:** 6/30/2015

**Program Area(s):**

**Supported Strategies:**

- Align curriculum, instruction, and assessment in all subject areas to align with state standards and expected levels of mastery.

*Implement thematic anchor units in the secondary English Language Arts curriculum.*

**Description:**

Thematic anchor units emphasize the understanding of different points of view, the human condition across races and cultures, and empathy/sympathy for characters. The units center on a piece of literature exemplifying the theme, with additional texts addressed to compare, contrast, and critically analyze along with the anchor text. Because the units include a wide range of literature genres and authors, multicultural perspectives are addressed in each unit. The measure of implementation will be walkthrough and observation data to determine the fidelity of implementation.

**Start Date:** 9/8/2014    **End Date:** 6/29/2018

**Program Area(s):**

**Supported Strategies:**

- Align curriculum, instruction, and assessment in all subject areas to align with state standards and expected levels of mastery.
- Provide a systematic curriculum and instruction process to ensure student achievement and growth for all learners as well as embracing diversity.

*Implement the curriculum-based midterms and final exams for Secondary ELA and Reading as well as developing common curriculum-based unit assessments and common performance tasks.*

**Description:**

The development and implementation of standards-aligned curriculum-based assessments is an important piece of maintaining consistent expectations for all students and ensuring that the curriculum and instruction is implemented with fidelity. The measure of implementation will be the final products and the scores on the assessments.

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

**Program Area(s):**

**Supported Strategies:**

- Align curriculum, instruction, and assessment in all subject areas to align with state standards and expected levels of mastery.

*Develop, refine and implement curriculum-based assessments and performance tasks for Secondary ELA and Reading.*

**Description:**

The implementation of standards-aligned curriculum-based assessments is an important component of maintaining consistent expectations as well as fidelity of implementation. The measure of implementation will be the final products and the scores on the assessments.

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

**Program Area(s):**

**Supported Strategies:**

- Align curriculum, instruction, and assessment in all subject areas to align with state standards and expected levels of mastery.

*Develop, align, and implement the curriculum frameworks and instructional practices for other district content areas according to the schedule set forth in the NPSD Curriculum Management Plan and Curriculum Adoption Cycle.*

**Description:**

The curriculum management plan sets forth a schedule for the systematic review and revision of the district curriculum by content area. The plan considers balancing the number of subjects under revision simultaneously and the budget implications for the selection of materials and resources. The measure of implementation will be the final products of the curriculum review processes.

**Start Date:** 9/1/2014      **End Date:** 9/29/2017

**Program Area(s):**

**Supported Strategies:**

- Align curriculum, instruction, and assessment in all subject areas to align with state standards and expected levels of mastery.

*Refine and revise the curriculum frameworks to include clear end goals to be incorporated in the following year's curriculum framework.*

**Description:**

In order to aid smooth transitions, curriculum frameworks must contain clear end goals that serve as the starting points for the next year's curriculum framework.

**Start Date:** 9/5/2016      **End Date:** 6/29/2018

**Program Area(s):**

**Supported Strategies:**

- Align curriculum, instruction, and assessment in all subject areas to align with state standards and expected levels of mastery.

*Develop and implement consistent instructional frameworks based upon research and best practice that provide a set of standards and expectations for lesson planning and lesson implementation for teaching and learning.*

**Description:**

Structured lesson frameworks provide a consistent, research-based structure for lesson planning and implementation. The district will continue to implement standard protocols such as the SIOP model in addition to district-developed models based upon research. The measure of implementation will be walkthrough and observation data.

**Start Date:** 9/1/2014      **End Date:** 6/29/2018

**Program Area(s):**

**Supported Strategies:**



- Provide a systematic curriculum and instruction process to ensure student achievement and growth for all learners as well as embracing diversity.

*Monitor the range of multicultural literature in novels and both fiction and non-fiction literary selections to ensure a wide representation of cultures and groups that are representative of the greater school community.*

**Description:**

The NPSD is a diverse district, with about 35% of students identifying as either Black, Hispanic, Asian, or Multiracial. As the diversity increases, it is important for all students to see themselves in the curriculum and instructional practices. The literature selections chosen should include authors and subjects that represent the diversity of the greater school community. The measure of implementation will be the proportional representation of multicultural authors and subjects among the literary selections in the curriculum.

**Start Date:** 9/8/2014    **End Date:** 6/29/2018

**Program Area(s):**

**Supported Strategies:**

- Provide a systematic curriculum and instruction process to ensure student achievement and growth for all learners as well as embracing diversity.

*Review the current curriculum and materials related to Holocaust instruction, including a needs assessment to address any potential gaps in state required instruction, and implement any changes required for compliance with state statute.*

**Description:**

In 2014, the legislature passed a statute requiring instruction in the Holocaust. Although NPSD already implements a number of curricular opportunities for students to learn about the Holocaust, the district will analyze current efforts against state requirements to determine whether there is a need for additional instruction and/or resources. The measure of implementation will be the completed gap analysis and the recommendation for changes.

**Start Date:** 9/8/2014    **End Date:** 6/29/2018

**Program Area(s):**

**Supported Strategies:**

- Provide a systematic curriculum and instruction process to ensure student achievement and growth for all learners as well as embracing diversity.

*The Curriculum and Instruction Committee will annually analyze demographic, achievement, perceptual, and process data to determine academic areas of need across the district.*

**Description:**

It is critical to examine all four domains of data to obtain a well rounded picture of strengths and concerns. Implementation of a standard protocol for data analysis will provide a systematic approach to identifying priority professional development activities. Evidence of implementation will include documentation of the needs assessment annually and its alignment with the professional development plan.

**Start Date:** 9/8/2014    **End Date:** 12/22/2017

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

**Supported Strategies:**

- Review and analyze student achievement data at the district, building, and teacher levels to ensure the implementation of effective instructional practices and research-based interventions and strategies.

*Examine OASYS data annually to determine instructional practice needs.*

**Description:**

The implementation of the OASYS system provides an opportunity to aggregate teacher observation results on specific Framework for Teaching components across the district so that the district can identify components to serve as areas of focus for professional development. The district Curriculum and Instruction Committee will conduct the analysis at the

system level and principals will conduct the analysis at the building level. Professional development planning will annually identify components to serve as areas of focus for continued learning and job-embedded coaching.

**Start Date:** 9/8/2014    **End Date:** 6/30/2017

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

**Supported Strategies:**

- Review and analyze student achievement data at the district, building, and teacher levels to ensure the implementation of effective instructional practices and research-based interventions and strategies.

*Align the assessment items for curriculum-based assessments in ELA and Math to the PA Core standards in Performance Tracker to allow for item analysis, anchors and eligible content as well as Depth of Knowledge (DoK) level.*

**Description:**

Appropriate alignment of assessments in the data management systems is necessary to ensure that teachers and principals are able to accurately diagnose student strengths and needs and adjust instruction accordingly. The measure of implementation will be the completed alignments in Performance Tracker.

**Start Date:** 9/1/2014    **End Date:** 6/30/2016

**Program Area(s):**

**Supported Strategies:**

- Review and analyze student achievement data at the district, building, and teacher levels to ensure the implementation of effective instructional practices and research-based interventions and strategies.

*Review the district benchmark assessments for alignment to state standards and depth of rigor of items; replace any assessments with insufficient alignment.*

**Description:**

Alignment of benchmark assessments to state standards and appropriate depth of knowledge is critical to accurately measuring student mastery of key concepts and skills. The measure of implementation will be the revised district assessment calendar.

**Start Date:** 9/1/2014    **End Date:** 6/30/2015

**Program Area(s):**

**Supported Strategies:**

- Review and analyze student achievement data at the district, building, and teacher levels to ensure the implementation of effective instructional practices and research-based interventions and strategies.

*Continue to develop and implement district-wide data analysis protocols for use with grade level teams and professional learning communities to analyze literacy and numeracy achievement.*

**Description:**

Current district data protocols focus largely on the analysis of literacy data and are not universally implemented across all schools. The district seeks to standardize the literacy data analysis practices and incorporate more explicitly strategies for data analysis to inform instruction in mathematics. The measure of implementation will be team meeting minutes demonstrating data analysis findings and strategies for addressing areas of student strength and concern.

**Start Date:** 9/1/2014    **End Date:** 6/29/2018

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

**Supported Strategies:**

- Review and analyze student achievement data at the district, building, and teacher levels to ensure the implementation of effective instructional practices and research-based interventions and strategies.

*Refine the school goals process to more effectively support identification of root causes and appropriate strategies to address them.*

**Description:**

The school goals process has been in place for a number of years to foster continuous improvement in academic achievement. Schools are expected to analyze their data trends, determine root causes of those trends, prioritize the top three root causes to address in the current school year, and write action plans to address the root causes. With the increased expectations for student achievement and ongoing data analysis to inform instruction, it is important to revise the school goals process to reflect a deeper analysis of root causes. The measure of implementation will be the annual school goal plans for each school.

**Start Date:** 9/1/2014    **End Date:** 6/29/2018

**Program Area(s):****Supported Strategies:**

- Review and analyze student achievement data at the district, building, and teacher levels to ensure the implementation of effective instructional practices and research-based interventions and strategies.

*Audit student participation in extracurricular and co-curricular opportunities and determine recommendations for increasing participation.*

**Description:**

Schools will determine the level of student participation in at least one extracurricular or co-curricular activity and determine opportunities to improve student participation, with emphasis on inclusion of students with diverse interests and needs. The measure of implementation will be an improved student participation rate.

**Start Date:** 9/8/2014    **End Date:** 6/30/2016

**Program Area(s):****Supported Strategies:**

- Expand opportunities for students to make informed career choices.

*Provide career exploration opportunities throughout the K-12 curriculum.*

**Description:**

The district currently provides career exploration activities at the middle and high school levels. The district seeks to expand these opportunities and explore the possibility of mentorship opportunities at the high school level. The measure of implementation will be the number of career exploration opportunities offered at each level.

**Start Date:** 9/7/2015    **End Date:** 6/18/2018

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

**Supported Strategies:**

- Expand opportunities for students to make informed career choices.

**Goal #6:** Provide a safe and secure environment for all students, staff and community members to support personal growth and well-being.

**Related Challenges:**

- Establish a district system that fully ensures specially designed instruction is provided to meet the unique learning needs of children with disabilities at no cost to a parent.
- Establish a district system that fully ensures students who are academically at risk are identified early and are supported by a process that provides interventions based upon student needs and includes procedures for monitoring effectiveness.
- Establish a district system that fully ensures each member of the district community promotes, enhances and sustains a shared vision of positive school climate and ensures family and community support of student participation in the learning process.

**Indicators of Effectiveness:**

Type: Annual

Data Source: Student wellness software

Specific Targets: All students will improve progress toward healthy habits as measured by standard fitness tools.

**Strategies:**

*Foster an environment of respect, care and acceptance through anti-bullying efforts and school-wide positive behavior supports.*

**Description:**

School Wide Positive Behavior Supports are a critical component of RtII. The district has implemented the Olweus program in all buildings and is currently piloting more comprehensive SWPBS systems. The measure of implementation will be the number of schools implementing a SWPBS with fidelity.

**SAS Alignment:** Safe and Supportive Schools

*Reflect the ever-changing updates in the digital age by annually reviewing, revising, and communicating changes to technology procedures.*

**Description:**

The district reviews technology procedures on an ongoing basis to ensure compliance with state and federal law as well as student and staff safety. The district will continue to communicate changes and remain current with state and local expectations. The measure of implementation will be the revised policies and regulations.

**SAS Alignment:** None selected

*Promote healthy lifestyles for staff and students through district wellness and nutrition programs.*

**Description:**

Healthy lifestyles are a key component of school success. Neither staff nor students perform at their optimal level when they are not well. The district will expand its focus on healthy lifestyles by providing opportunities to learn about healthy lifestyle strategies and receive

support for implementation of these strategies. The measure of implementation will be the number of opportunities provided.

**SAS Alignment:** Safe and Supportive Schools

***Implementation Steps:***

*Expand access to behavior interventions and mental health supports for students with behavioral and emotional needs.*

**Description:**

The district currently employs a continuum of emotional and behavioral supports for students. Additional supportive strategies will be evaluated and adopted to align with the needs demonstrated by students. The measure of implementation will be the alignment of supports offered with demonstrated student needs.

**Start Date:** 9/15/2014    **End Date:** 6/11/2018

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

**Supported Strategies:**

- Foster an environment of respect, care and acceptance through anti-bullying efforts and school-wide positive behavior supports.

*Implement a more systemic identification and referral/response process for students with behavioral or emotional needs.*

**Description:**

The district maintains compliance with all state and federal laws relative to the identification and response to demonstrated behavioral or emotional needs. The district will continue to refine and revise the process to ensure that it is implemented with fidelity systemically. The measure of implementation will be documented discussions from the child study teams.

**Start Date:** 9/8/2014    **End Date:** 6/25/2018

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



**Supported Strategies:**

- Foster an environment of respect, care and acceptance through anti-bullying efforts and school-wide positive behavior supports.

*Investigate the implementation of a School-Wide Positive Behavior Support system at the elementary level.*

**Description:**

Several schools are currently piloting an SWPBS system. The district will use these pilot results to investigate the feasibility of implementing SWPBS in all elementary schools. The measure of implementation will be the development of the plan.

**Start Date:** 9/5/2016      **End Date:** 6/25/2018

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

**Supported Strategies:**

- Foster an environment of respect, care and acceptance through anti-bullying efforts and school-wide positive behavior supports.

*Support a safe online environment by implementing digital citizenship strategies.*

**Description:**

The district will continue to provide monthly digital citizenship training for staff and students. The measure of implementation will be the documentation of the monthly training.

**Start Date:** 9/8/2014      **End Date:** 6/25/2018

**Program Area(s):** Educational Technology

**Supported Strategies:**

- Reflect the ever-changing updates in the digital age by annually reviewing, revising, and communicating changes to technology procedures.

*Improve technology infrastructure to support instructional and operational needs.*

**Description:**

Many network upgrades are planned for the next three years to address the growing demand for technology integration into the instructional environment. The district plans to complete a VoIP upgrade for all classrooms. NPSD technology staff will also monitor the district needs for wireless access and adjust coverage and density components when necessary. They will replace switches and other infrastructure components to meet the needs of increased bandwidth and density as well as expanding to a 64 bit environment. In addition, classroom and office computers will be upgraded to the Windows 8 operating system.

**Start Date:** 9/8/2014    **End Date:** 6/29/2018

**Program Area(s):** Educational Technology

**Supported Strategies:**

- Reflect the ever-changing updates in the digital age by annually reviewing, revising, and communicating changes to technology procedures.

*Implement district-wide student and staff wellness programs.*

**Description:**

The district has implemented a number of staff and student wellness programs. The district will expand those opportunities through professional development, instructional activities, and other supports. The measure of implementation will be the number of opportunities offered to staff and students.

**Start Date:** 9/8/2014    **End Date:** 6/25/2018

**Program Area(s):**

**Supported Strategies:**

- Promote healthy lifestyles for staff and students through district wellness and nutrition programs.

*Audit student participation in extracurricular and co-curricular opportunities and determine recommendations for increasing participation.*

**Description:**

Schools will determine the level of student participation in at least one extracurricular or co-curricular activity and determine opportunities to improve student participation, with emphasis on inclusion of students with diverse interests and needs. The measure of implementation will be an improved student participation rate.

**Start Date:** 9/8/2014    **End Date:** 6/30/2016

**Program Area(s):**

**Supported Strategies:**

- Promote healthy lifestyles for staff and students through district wellness and nutrition programs.

# Appendix: Professional Development Implementation Step Details

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<b>LEA Goals Addressed:</b>	<b>#1 Provide ongoing professional development and comprehensive training focused on leadership development, workforce quality and employee engagement.</b>	<b>Strategy #1: Ensure that professional development provides teachers with the content knowledge and skills needed to maximize student achievement.</b>
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Start	End	Title	Description														
7/1/2014	6/30/2017	Paraprofessional	North Penn School District will provide para-professionals in the district with 20 hours of job-specific training per school year. Training will cover both broad educational topics such as inclusion and supporting students with behavior challenges, as well as specific topics tailored to the population with whom the para-professional works (i.e. autistic support, emotional support, etc.) Evidence that the action step has been implemented will include the following: 1) calendar of trainings for para-professionals indicating titles and descriptions of workshops, 2) attendance sheets from the workshops.														
		<table border="0"> <tr> <td><b>Person Responsible</b></td> <td><b>SH</b></td> <td><b>S</b></td> <td><b>EP</b></td> <td><b>Provider</b></td> <td><b>Type</b></td> <td><b>App.</b></td> </tr> <tr> <td>Manager of Special Education</td> <td>2.0</td> <td>30</td> <td>185</td> <td>North Penn School District, Montgomery County Intermediate Unit, PATTAN</td> <td>School Entity</td> <td>No</td> </tr> </table>	<b>Person Responsible</b>	<b>SH</b>	<b>S</b>	<b>EP</b>	<b>Provider</b>	<b>Type</b>	<b>App.</b>	Manager of Special Education	2.0	30	185	North Penn School District, Montgomery County Intermediate Unit, PATTAN	School Entity	No	
<b>Person Responsible</b>	<b>SH</b>	<b>S</b>	<b>EP</b>	<b>Provider</b>	<b>Type</b>	<b>App.</b>											
Manager of Special Education	2.0	30	185	North Penn School District, Montgomery County Intermediate Unit, PATTAN	School Entity	No											

**Knowledge** This is an optional narrative for Special Education.

**Supportive Research** This is an optional narrative for Special Education.

**Designed to Accomplish**

For classroom teachers, school counselors and education specialists:

Enhances the educator’s content knowledge in the area of the educator’s certification or assignment.  
 Increases the educator’s teaching skills based on research on effective practice, with attention given to interventions for struggling students.

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

Instructs the leader in managing resources for effective results.

**Training Format**

Series of Workshops  
 Department Focused Presentation  
 Online-Asynchronous

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**Participant Roles** Paraprofessional

**Grade Levels** Elementary - Primary (preK - grade 1)  
 Elementary - Intermediate (grades 2-5)  
 Middle (grades 6-8)  
 High (grades 9-12)

**Follow-up Activities** Journaling and reflecting

**Evaluation Methods** Portfolio

**LEA Goals Addressed:** #1 Provide ongoing professional development and comprehensive training focused on leadership development, workforce quality and employee engagement.

**Strategy #1:** Ensure that professional development provides teachers with the content knowledge and skills needed to maximize student achievement.

Start	End	Title	<b>Description</b>					
7/1/2014	6/30/2017	Reading NCLB #1	<p>For the 2012-2013 school year, as reported on the PSSA results in reading, 55 % of IEP students met the AYP target of 91% proficiency. SPP results demonstrated more growth than proficiency for IEP students. North Penn School District will continue to provide on-going professional development in the area of research based reading strategies to all Special Education Teachers over the next three years.</p>					
<p><b>Person Responsible</b> Elizabeth Santoro, Director of Special Education</p>			<p><b>SH</b> 2.0</p>	<p><b>S</b> 6</p>	<p><b>EP</b> 50</p>	<p><b>Provider</b> North Penn School District/MCIU/Scholastic</p>	<p><b>Type</b> Professional Development will be provided through a combination: NP curriculum supervisors/special ed. supervisors, the MCIU and</p>	<p><b>App.</b> Yes</p>



**Knowledge**

Teachers will be provided with direct training, non-evaluative observations by consultants, and opportunities for discussion and feedback.

**Supportive Research**

This is an optional narrative for Special Education.

**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

<b>Participant Roles</b>	Classroom teachers	<b>Grade Levels</b>	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
<b>Follow-up Activities</b>	Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers  Peer-to-peer lesson discussion	<b>Evaluation Methods</b>	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. Student PSSA data Standardized student assessment data other than the PSSA

<b>LEA Goals Addressed:</b>	<b>#1 Provide ongoing professional development and comprehensive training focused on leadership development, workforce quality and employee engagement.</b>	<b>Strategy #1: Ensure that professional development provides teachers with the content knowledge and skills needed to maximize student achievement.</b>
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Start	End	Title	Description
7/1/2014	6/30/2017	Behavior Support	<p>Over the next three years, professional development will occur as outlined below:</p> <ul style="list-style-type: none"> <li>• Training in de-escalation and personal emergency interventions (<i>Safe and</i></li> </ul>



*Positive Approaches for Preventing and Responding to Crisis (SPA)*

- Four District staff members, including one special education administrator will be re- certified yearly by certified Devereux staff to provide training and certification to District staff
- Building and special education administrators will determine which staff members will receive training
- Staff members who are already trained will receive a 1-day re-certification training by certified District trainers prior to, or within 30 days of, certification expiration
- New staff, or staff whose employment expectations require SPA training, will be trained and certified through one of two 2-day trainings conducted by certified District trainers
- All nurses will receive half-day training conducted by District trainers in order to assess the well-being of staff and students following a personal emergency intervention (restraint)

- District security will receive a full day training and certification in de-escalation and personal emergency interventions Training is to be conducted by District trainers
- Extended School Year Staff receive a one-day certification training prior to the ESY session
- Building administrators will be trained and certified in SPA as well as mandatory reporting of restraints
- Ongoing trainings will be held on rotating basis, approximately monthly, from October through July of each year (2014-2017)

Person Responsible	SH	S	EP	Provider	Type	App.
Ruth Desiderio, Supervisor of Special Education	6.0	15	20	Substitutes for pull-out training, Devereux onsite train the trainer certification	Non- profit Organizat ion	Yes

**Knowledge**

SPA is a comprehensive crisis prevention/intervention program designed to promote staff knowledge and competence in preventing, defusing and managing crisis situations. Reflecting current trends and best practices, Safe & Positive Approaches provides a continuum of intervention built upon a least-restrictive philosophical approach. Its strong focus on positive and preventive measures aims to reduce and eliminate the use of

seclusion and restraint. The Safe and Positive Approaches curricular components include: Staff Effectiveness Training, Safety Techniques Training, and Personal Emergency Interventions (restraint) Training.

**Supportive Research**

This is an optional narrative for Special Education.

**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.

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.

LEA Whole Group Presentation

**Training Format**

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<b>Participant Roles</b>	Classroom teachers Principals / Asst. Principals School counselors Paraprofessional Other educational specialists Related Service Personnel	<b>Grade Levels</b>	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
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**Follow-up Activities**

school team implementation/practice;yearly re-

**Evaluation Methods**

Knowledge assessment; practical skills assessment; program evaluation

certification

<b>LEA Goals Addressed:</b>	<b>#1 Provide ongoing professional development and comprehensive training focused on leadership development, workforce quality and employee engagement.</b>	<b>Strategy #1: Ensure that professional development provides teachers with the content knowledge and skills needed to maximize student achievement.</b>
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Start	End	Title	Description
7/1/2014	6/30/2017	Autism	<p><i>Training will occur over the next three years for regular education teachers and special education autistic teachers in the area of autism. Due to the increasing number of students with autism, a needs assessment survey was distributed to all professionals in the district pertaining to professional development. The results of the survey yielded five areas of top priority for professional development: (1) Behavior (2) Social Skills (3) Academics (4) Role of Professionals (5) Assistive Technology</i></p> <p>Over the next three years, workshops will be provided in the following areas</p> <ul style="list-style-type: none"> <li>• Profile of Students with Autism: Strategies to Support Autistic Students in the Regular Ed. Setting (Regular Education Teachers)</li>   <li>• Core Instruction in Math/Reading; Taking a Closer Look at the Programs Used in Regular Education (Autistic Support Teachers)</li> </ul>

- Overview of Functional Behavior Assessments, Behavior Support Plans, and Implementing with Fidelity (Regular Education Teachers and Autistic Teachers)
- Teaching Socials Skills Across all Settings (Regular Education Teachers and Autistic Teachers)
- Assistive Technology: The What, Why and When (Regular Education Teachers and Autistic Teachers)

Evidence that this step has been accomplished will be through teacher feedback, surveys, reflection, and observations.

Person Responsible	SH	S	EP	Provider	Type	App.
Special Education Supervisors	2.0	5	50	North Penn School District/MCIU/	District staff, IU, and University consultants	Yes

**Knowledge**

General Education Teachers and Autistic Support Teachers will gain a deeper understanding of students on the spectrum. Specifically, teachers will learn how to implement strategies with fidelity in the area of academics, behavior, and social skills. Teachers will apply strategies learned in these workshops by implementing them across all settings.

**Supportive Research**

ABA/VB model will be utilized when appropriate.

**Designed to Accomplish**

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 classroom teachers, school counselors and education specialists:

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.

**Training Format**

LEA Whole Group Presentation  
 Series of Workshops  
 Department Focused Presentation  
 Professional Learning Communities

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<b>Participant Roles</b>	Classroom teachers Principals / Asst. Principals Paraprofessional Related Service Personnel Parents	<b>Grade Levels</b>	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
<b>Follow-up Activities</b>	Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or	<b>Evaluation Methods</b>	Participant survey Review of written reports summarizing instructional activity Portfolio

peers  
 Creating lessons to meet  
 varied student learning styles  
 Journaling and reflecting

**LEA Goals Addressed:** #1 Provide ongoing professional development and comprehensive training focused on leadership development, workforce quality and employee engagement.

**Strategy #1:** Ensure that professional development provides teachers with the content knowledge and skills needed to maximize student achievement.

Start	End	Title	Description
7/1/2014	6/30/2017	Transition	<p>During the 2013-2014 school year, secondary special ed. teachers and other related professionals received on-going training in Indicator 13. The training was conducted by the MCIU unit and delivered via workshops throughout the year.</p> <p>Transition continues to present as an area of growth for the North Penn School District. The diverse needs within our transition program are currently being addressed through many trainings and program modifications. The North Penn School District does currently have several opportunities that facilitate the transition process as it relates to Education, Employment and Independent Living.</p> <p>The North Penn Career/Work Study Program is designed to support students throughout their transition process. The goal is to match students to needs within the community and further develop employability skills of the students. There are four different tiers of support for students with disabilities based on their individual</p>

employment and educational goals.

- Job Exploration:
  - Designed for students new to entering the work place.
  - Students work very closely with a job coach.
  - Students work approximately 2-3 half days per week.
  
- Job Training:
  - Designed for students who have some previous job experience, usually those who already participated in job exploration
  - Students' work with a job coach but assistance from the job coach fades as progress is made.
  - The job coach usually is responsible for more than one student.
  - Students work five half days per week.
  - Ideal for students lacking social skills and are anxious due to change.
  
- Work Study:
  - Students work at community job sites and are paid
  - Job coach support is provided but the amount of intervention is dependent upon student needs.
  
- Career Study:



- Designed for students who are interested in volunteering or interning in a career choice for the future
- Students work five half days per week
- Job coach support is provided but the amount of intervention is dependent upon student needs

The following is a list of overall strengths in transition:

- Parent participation is strong at IEP meetings for students with disabilities.
- Students have opportunities to gain real-world experience prior to graduation so that they can set attainable goals.
- More students are enrolled in general education classes to support post-secondary education goals.
- Students have the opportunity to enroll in a variety of major and minor elective courses as described in the program of studies.
- Enrichment opportunities are available for students dually identified as gifted.

In the course of this three year plan, the district will strengthen the following areas of need:

- There is insufficient data reported in student IEPs to illustrate the above programs that are made available to students.
- Current IEPs are not consistently transition driven.
- Students require additional social and organizational skills to function in a

professional work setting.

The following will outline professional development activities over the course of three years:

- Onsite training with guided practice on Indicator 13 items
- Review of IEP Reference guide to reflect transition driven IEPs
- Implement middle school to high school transition supports with on-going guided practice

Evidence that the action steps have been implemented will be determined through Indicator 13 compliance and improved IEPs reflecting the mandatory components for transition.

<b>Person Responsible</b>	<b>SH</b>	<b>S</b>	<b>EP</b>	<b>Provider</b>	<b>Type</b>	<b>App.</b>
Ashley Bennett, Supervisor of Special Education	2.0	6	25	PATTAN, MCIU, Special Education Supervisors	School Entity	Yes

**Knowledge** The knowledge gained through the Indicator 13 training will be reflected in North Penn's creation and implementation of transition driven IEPs.

**Supportive Research** The revised Indicator 13 requirements.

**Designed to Accomplish**  
For classroom teachers, school counselors and education Empowers educators to work effectively with parents and community partners.

specialists:

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

Instructs the leader in managing resources for effective results.

**Training Format**

- LEA Whole Group Presentation
- Series of Workshops
- Department Focused Presentation
- Professional Learning Communities

**Participant Roles**

Classroom teachers  
Other educational specialists

**Grade Levels**

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  
Journaling and reflecting

**Evaluation Methods**

IEP Compliance

# District Level Affirmations

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

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

**Affirmed by Vincent Sherpinsky on 4/24/2014**

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*Board President*

*No signature has been provided*

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*Chief School Administrator*

# Special Education Affirmations

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

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

**Affirmed by Vincent Sherpinsky on 4/24/2014**

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*Board President*

**Affirmed by Curtis Dietrich on 4/10/2014**

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*Chief School Administrator*