

Palmyra Area SD

District Level Plan

07/01/2019 - 06/30/2022

District Profile

Demographics

1125 Park Dr
Palmyra, PA 17078
(717)838-3144
Superintendent: Lisa Brown
Director of Special Education: Kathy Setlock

Planning Process

The Palmyra Area School District's comprehensive strategic planning process commenced in 2017 with administrative leadership roles being determined by the superintendent. Participation in the comprehensive planning stemmed from administration to faculty, and involvement with community representatives. Each respective school building team analyzed data, reviewed guiding questions, developed action plans and identified specific implementation steps. The various district level administrators conducted follow-up sessions with the district's Staff Development Planning Team, Special Education Planning Team, and Technology Team. At this level needs assessments were conducted and action plans/implementation steps were identified. The multitude of meetings provided a means to an end where the vision was to develop strategic goals; rather than day-to-day operational goals. The district's areas of focus lie in the areas of development of a comprehensive literacy plan, a STEM vision, and technology integration to foster creativity, collaboration, critical thinking and communication skills, as well as assessment of meeting the needs of diverse learners. The Superintendent Advisory Committee played a large role in the completion of goals and action planning.

Mission Statement

Palmyra Area School District, in partnership with parents and the community, is committed to providing a positive, safe learning environment in which all students are empowered to develop their unique potential to become lifelong learners and responsible citizens in a rapidly changing world.

Vision Statement

We believe:

- Our students are our highest priority.
- All students should be encouraged to strive to their highest level of achievement.
- All students have the ability to learn and be successful.

- Students deserve a safe and disciplined environment in which to learn.
- Education must prepare students for the ever-changing global society.
- Integrity and mutual respect are essential to all that we do.
- Each student should have equal opportunity for a positive learning experience that permits learning to occur in ways best for that student.
- A strong educational program is a community's legacy to its children, who are its future.
- Schools must provide instruction centered around authentic, life-like processes which foster a commitment to lifelong learning.

Shared Values

As Palmyra Area Schools, we...

1. ...will always support core academic subjects (Reading, Writing, Math, Science, Social-Studies) as district priorities.
2. ...will provide evidence-based interventions in the areas of literacy and math for targeted students at every grade level, realizing that a strong K-2 literacy foundation is imperative.
- 3 ...will adhere to all federal and state mandates.
4. ...will allocate resources to those non-core, academic, electives that meet the needs of the largest number of students, while maintaining a balance of offerings.
- 5 ...will create learning environments that better prepare students with 21st century skills (inquiry, research, collaboration, presentation, reflection, innovation) by:
 - a. integrating them across the students' Palmyra experience.
 - b. utilizing technology resources as tools for teaching and learning.
6. ...realize that to improve teaching and learning and meet our goals as a district, it is vital that we will maintain high-quality:
 - a. cohesive, strong leadership.
 - b. professional development related to our district vision.

7. ...recognize the need to:
 - a. examine other cost efficiency measures.
 - b. rely on data to inform our decisions.
 - c. research efficient, collaborative solutions with other educational entities, local programs, and area organizations before any student programs are cut.
8. ...will offer co-curricular activities for all students in a (more) efficient and cost effective manner.
9. ...will create and maintain physical learning environments (facilities) that are safe and cost effective, with attention to the environmental impact.

Educational Community

The Palmyra Area School District is the public school system in southwest Lebanon County, Pennsylvania. The District serves the residents of Palmyra Borough, North Londonderry Township, South Londonderry Township, Campbelltown, Lawn, and Mount Gretna. This suburban district encompasses approximately 40 square miles. According to 2016 United States Census Bureau data, it serves a resident population of 23,912. This represents the following population increases since 2010 (Palmyra Borough 2.6%, North Londonderry Township 4.8%, South Londonderry Township 13.6%). In 2016, the Palmyra Area School District residents' median family income was \$50,349 in the Borough, \$75,939 in North Londonderry Township and \$68,125 in South Londonderry Township. In the Commonwealth, the median family income was \$49,501 and the United States median family income was \$49,445, in 2010. In school year 2017-2018 the Palmyra Area School District provided basic educational services to 3,623 pupils in kindergarten through 12th grade; up from 3,359 pupils in kindergarten through 12th grade in 2010. The district employed 251 teachers, 189 full-time and part-time support personnel, and 16 administrators. Palmyra Area School District received more than \$9.9 million in state funding in school year 2016-2017. In 2011 the Palmyra Area School District's per pupil expenditure was \$11,344.76. Palmyra Area School District consists of 1 high school, 1 middle school and 4 elementary schools. The school district is governed by 9 individually elected board members (serve four-year terms). The federal government controls programs it funds like Title I funding for low-income children in the Elementary and Secondary Education Act and the Every Student Succeeds Act, which mandates the district focus resources on student success in acquiring reading and math skills. In 2017 the Palmyra Area High School maintained a School Performance Profile that placed it among the top 10 highest scoring high schools in the Commonwealth.

Overachiever Statewide Ranking - In 2013, the *Pittsburgh Business Times* also reported an Overachievers Ranking for 498 Pennsylvania school districts. **Palmyra Area School District ranked 468th.** The editor describes the ranking as: "a ranking answers the question - which school districts do better than expectations based upon economics? This rank takes the Honor Roll rank and adds the percentage of students in the district eligible for free and reduced-price lunch into the

formula. A district finishing high on this rank is smashing expectations, and any district above the median point is exceeding expectations."

Graduation Rate - In 2017, Palmyra Area School District's graduation rate was 95%.

Palmyra Area High School - Palmyra Area Senior High School is located at 1125 Park Drive, Palmyra. In 2017 the school had 1,121 students grades 9th through 12th with 141 students receiving the federal free lunch due to family poverty.

SAT Scores - In 2017, Palmyra Area School District students took the SAT exams. The District's Verbal Average Score was 553 with a national average of 538. The Math average score was 546 with a national average of 533. The College Board reported that statewide scores were: 539 in reading and 514 in math.

Palmyra Area Middle School - Palmyra Area Middle School is located at 50 W Cherry Street, Palmyra, Pennsylvania. In 2017, there were 898 students grades 6th through 8th grade. One hundred twenty pupils received a federal free lunch due to family poverty. The school had 52 teachers. In 2012, Palmyra Area Middle School enrollment was 777 pupils. The school employed 47 teachers, yielding a student teacher ratio of 16:1. According to a report by the Pennsylvania Department of Education, 100% of its teachers were rated "Highly Qualified" under No Child Left Behind. Palmyra Area Middle School achieved 89.3 out of 100. Reflects on grade level reading, writing, mathematics and science achievement. In reading, 76% of the students were on grade level. In Mathematics, 83% of the students showed on grade level skills. In Science, 78% of the 8th graders demonstrated n grade level understanding. In writing, 87.8% of the 8th grade students were on grade level. The Palmyra Area Middle School now includes a 19,000 square foot addition that was completed in summer 2018. Additionally, over the summer months of 2017 and 2018, the entire building saw a major renovation.

Forge Road Elementary School - Forge Road Elementary School is located at 400 South Forge Road, Palmyra, Pennsylvania. In 2017, there are 352 students in 1st through 5th grade. 24% of its pupils qualified for a free lunch. The School employs 24 teachers yielding a student teacher ratio of 16 to 1. Major renovations to the Forge Road Elementary School were completed in 2018.

Pine Street Elementary School - Pine Street Elementary School is located at 50 W Pine Street, Palmyra. In 2017, there are 368 students in 1st through 5th grade. 81 pupils received a federal free lunch due to family poverty. The school has 32 teachers.

Northside Elementary School - Northside Elementary School is located at 301 E Spruce Street, Palmyra. In 2013, there were 243 students in 1st through 5th grade. 105 pupils received a federal free or reduced-price lunch due to family poverty.

Lingle Avenue Elementary School - Lingle Avenue Elementary School is located at 600 S. Lingle Avenue, Palmyra. Opened in 2011-2012 the school houses the entire district kindergarten program

through 5th grade. In 2017, there were 618 students in kindergarten through 5th grade. 86 pupils received a federal free or reduced-price lunch due to family poverty. The school has 31 teachers.

Special Education - In December 2010, the District reported that 466 pupils or 14% were receiving special education services, with 51% of identified students having a specific learning disability. In December 2008, the District reported that 428 pupils or 13.5% were receiving special education services. Palmyra Area School District provides a broad spectrum of special education services. Services and programs available within the District include learning support, speech/language support, secondary life skills support, occupational therapy, physical therapy, vision, adaptive physical education, ESL/LEP, job training, and alternative education programs at the secondary level. Developmental delays are screened for beginning as early as age 3 by IU13 Early Intervention services. Parents request an evaluation for services in writing. The district is required to conduct child find activities for children who may be eligible for services via Section 504 of the Rehabilitation Act of 1973.

The IDEA 2004 requires each school entity to publish a notice to parents, in newspapers or other media, including the student handbook and website regarding the availability of screening and intervention services and how to access them. When screening results suggest that the student may be eligible, the District seeks parental consent to conduct a multidisciplinary evaluation. Parents who suspect their child is eligible may verbally request a multidisciplinary evaluation from a professional employee or contact the Department of Special Education.

In 2010, the state of Pennsylvania provided \$1,026,815,000 for special education services. The funds were distributed to districts based on a state policy, which estimates that 16% of the district's pupils are receiving special education services. This funding is in addition to the state's basic education per pupil funding, as well as, all other state and federal funding. The state requires each public school district and charter school to have a three-year special education plan to meet the unique needs of its special education students. Over identification of students, in order to increase state funding, has been an issue in the Commonwealth. Some districts have more than 20% of its students receiving special education services while others have 10% supported through special education.

Budget – Pennsylvania public school districts budget and expend funds according to procedures mandated by the General Assembly and the Pennsylvania Department of Education (PDE). An annual operating budget is prepared by school district administrative officials. A uniform form is furnished by PDE and submitted to the board of school directors for approval prior to the beginning of the fiscal year on July 1. The general fund operating budget for the 2018-19 fiscal year is \$52,071,152. This represents an increase of 4.5% over the 2017-18 budgeted expenditures of \$49,845,223.

Fund Balance – The 2018-19 general fund budget is balanced using \$172,000 of committed fund balance. The projected unassigned fund balance at the end of the 2018-19 fiscal year is \$3.9 million, or 7.5% of annual expenditures. This is within the Board's parameters for sound fiscal policy to maintain an unreserved fund balance of 4-8%. It is also below legislated restrictions limiting undesignated fund balance of 8% of budgeted expenditures.

Per Pupil Expenditures – The total expenditures per ADM (average daily membership) was \$12,752.67 for the 2016-17 fiscal year. Palmyra’s ranking is the 7th lowest in total spending per pupil among the 500 school districts in the state for 2016-17, the most recent year that comparison data is available.

Economic Factors – The Standard and Poor’s Rating Services has assigned the Palmyra Area School District a AA- underlying rating. Standard and Poor’s cited that the AA- rating reflects the District’s “stable and affluent residential tax base, the District’s primary revenue source; maintenance of consistently strong general fund balance; good financial management practices; and moderate debt profile, with a rapid rate of amortization.” In the last five years, the assessed value of real estate has grown by an average of 1% annually. Under the Local Government Unit Debt Act, the School District’s outstanding debt may not exceed 225% of the borrowing base. The borrowing base is defined as the average three years of total revenues as defined in the Act. The net debt of the Local Government Unit after the Series of 2018 issue was \$78,725,000. This leaves \$19,899,124 of available borrowing capacity out of the District’s total debt limit of \$98,624,124.

Real Estate Taxes – Property tax rates in 2018-19 were set at 14.985 mills. This is an increase of 1.25% from the 2017-18 rate of 14.80 mills. A mill is \$1 for every \$1,000 of a property’s assessed value. At 14.985 mills, a district resident with a property at the median assessment of \$187,500 will pay \$2,810 in school real estate taxes. In 2018-19, as part of Act 1 tax relief, the School District was awarded \$345,895 from gaming revenues to be used to reduce real estate taxes. Approved homestead and farmstead owners received a real estate tax reduction in the amount of \$52. Property taxes generate approximately \$30 million in revenues, comprising 58% of the District’s total 2018-19 revenue budget.

State Basic Education Funding – For the 2017-18 school year, the Palmyra Area School District received \$6,471,393 in Pennsylvania Basic Education Funding. The 2018-19 appropriation is \$6,615,439, an increase of \$144,000 or 2.2%. Total budgeted state revenues are \$14.9 million, comprising 29% of the District’s total 2018-19 revenue budget.

Planning Committee

| Name | Role |
|-----------------|--|
| Bret Applequist | Administrator : Professional Education Schoolwide Plan |
| Lisa Brown | Administrator : Professional Education Special Education |
| Jim Hale | Administrator : Professional Education Schoolwide Plan |
| Dr. Anne Hoover | Administrator : Professional Education Special Education |
| Rebecca Hoover | Administrator : Professional Education Schoolwide Plan |

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| Bernie Kepler | Administrator : Professional Education Special Education Schoolwide Plan |
| Wally Popejoy | Administrator : Professional Education Schoolwide Plan |
| Scott Richardson | Administrator : Professional Education Special Education Schoolwide Plan |
| Kara Schoessler | Administrator : Special Education |
| Chris Connell | Board Member : Professional Education |
| Anthony Downey | Board Member : Professional Education |
| Christine Fisher | Board Member : Schoolwide Plan |
| Larry Geib | Board Member : Schoolwide Plan |
| Beverly Hudson | Board Member : Schoolwide Plan |
| Jim Kreiser | Board Member : Schoolwide Plan |
| Greg Krikorian | Board Member : Schoolwide Plan |
| Jeffrey Putt | Board Member : Schoolwide Plan |
| Wesley Geib | Business Representative : Professional Education Schoolwide Plan |
| Steve Kern | Business Representative : Professional Education |
| Colleen Truit | Business Representative : Professional Education Schoolwide Plan |
| Amy Duong | Community Representative : Professional Education Schoolwide Plan |
| Lisa Gladysz | Community Representative : Special Education |
| Brenda Hanthorn | Community Representative : Professional Education |
| Jennifer Houser | Community Representative : Professional Education |
| Amy Mateer | Community Representative : Professional Education |
| Karen McCarthy | Community Representative : Professional Education |
| Daryl Reisinger | Community Representative : Professional Education |
| Carolyn Ward | Ed Specialist - Instructional Technology : Professional Education |
| Ashley Harrison | Ed Specialist - Other : Professional Education Schoolwide Plan |
| Mindy Nguyen | Ed Specialist - Other : Professional Education |
| April Sibbach | Ed Specialist - Other : Professional Education Schoolwide Plan |

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| Lindsey Walters | Ed Specialist - Other : Professional Education Schoolwide Plan |
| Erin Hicks | Ed Specialist - School Counselor : Special Education |
| Jennifer Hilbert | Ed Specialist - School Counselor : Professional Education |
| Teresa Markulike | Ed Specialist - School Counselor : Special Education |
| Kellie Miller | Ed Specialist - School Psychologist : Professional Education Special Education |
| Arianna Russo-Wheeler | Ed Specialist - School Psychologist : Special Education |
| Bret Applequist | Elementary School Teacher - Regular Education : Professional Education |
| Jillian Brandt | Elementary School Teacher - Regular Education : Professional Education Schoolwide Plan |
| Alicia Brinser | Elementary School Teacher - Regular Education : Professional Education Schoolwide Plan |
| Tricia Bruce | Elementary School Teacher - Regular Education : Schoolwide Plan |
| Alyssa Crum | Elementary School Teacher - Regular Education : Professional Education Schoolwide Plan |
| Alexandra Heisey | Elementary School Teacher - Regular Education : Professional Education Schoolwide Plan |
| Amy Henry | Elementary School Teacher - Regular Education : Special Education |
| Cindy Hitz | Elementary School Teacher - Regular Education : Professional Education |
| Jennifer Honicker | Elementary School Teacher - Regular Education : Professional Education Schoolwide Plan |
| Robin Reiman | Elementary School Teacher - Regular Education : Professional Education |
| Megan Ressler | Elementary School Teacher - Regular Education : Professional Education |
| Brenda Wasilewski | Elementary School Teacher - Regular Education : Professional Education |
| Olivia Arnold | Elementary School Teacher - Special Education : Professional Education Schoolwide Plan |
| Amber Miller | Elementary School Teacher - Special Education : Professional Education Special Education |
| Cathy Schrecengost | Elementary School Teacher - Special Education : Professional Education Special Education |

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| Beth Cover | High School Teacher - Regular Education : Schoolwide Plan |
| Phoebe Heath | High School Teacher - Regular Education : Professional Education Schoolwide Plan |
| Kyle Hey | High School Teacher - Regular Education : Professional Education |
| Todd Knol | High School Teacher - Regular Education : Schoolwide Plan |
| Karen McCarthy | High School Teacher - Regular Education : Special Education |
| Sara Robinson | High School Teacher - Regular Education : Professional Education |
| Nick Swartz | High School Teacher - Regular Education : Schoolwide Plan |
| Kristi Costello | High School Teacher - Special Education : Special Education |
| Carl Deiner | High School Teacher - Special Education : Special Education |
| Leighanne Geib | High School Teacher - Special Education : Professional Education |
| Tim Mehl | High School Teacher - Special Education : Special Education |
| Jodell Thomas | Instructional Coach/Mentor Librarian : Professional Education |
| Abbie Mahaffey | Literacy Coach : Special Education |
| Jessica Barnhart | Middle School Teacher - Regular Education : Schoolwide Plan |
| Kate Figueroa | Middle School Teacher - Regular Education : Professional Education |
| Jennifer Hitz | Middle School Teacher - Regular Education : Professional Education |
| Louise Leach | Middle School Teacher - Regular Education : Professional Education Schoolwide Plan |
| Gina Mason | Middle School Teacher - Regular Education : Schoolwide Plan |
| Jeffrey Remington | Middle School Teacher - Regular Education : Professional Education Schoolwide Plan |
| Kristin Wehr | Middle School Teacher - Regular Education : Schoolwide Plan |
| Amy Hines | Middle School Teacher - Special Education : |

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| | Professional Education Special Education |
| Jamie Kubicek | Middle School Teacher - Special Education : Schoolwide Plan |
| Denise Caton | Parent : Professional Education |
| Steve Cook | Parent : Special Education |
| Shawna Dissinger | Parent : Special Education |
| Keir Dissinger | Parent : Special Education |
| Sandy Kepler | Parent : Professional Education |
| JoAnn Smith | Parent : Special Education |
| Lindsay Knepp | School social worker : Professional Education Special Education |
| Carolyn Richards | Special Education Director/Specialist : Special Education |
| Kathy Setlock | Student Services Director/Specialist : Special Education |

Core Foundations

Standards

Mapping and Alignment

Elementary Education-Primary Level

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

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

Each of the areas of our primary curriculum are assessed as Accomplished or Developing and are in use by teaching faculty. PA Core Standards in the area of mathematics will be under further review during the summer of 2018 as teachers focus on development of common assessments. The mathematics PA Core Standards will be reviewed and evaluated at each grade level.

Elementary Education-Intermediate Level

| Standards | Mapping | Alignment |
|---------------------|--------------|--------------|
| Arts and Humanities | Accomplished | Accomplished |

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

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

Each of the areas of our intermediate curriculum are assessed as Accomplished or Developing and are in use by teaching faculty. PA Core Standards in the area of mathematics will be under further review during the summer of 2018 as teachers focus on development of common assessments. The mathematics PA Core Standards will be reviewed and evaluated at each grade level. Additionally, PA Core Standards in reading/language arts will be addressed. The implementation of a new reading program in grades three, four and five will aide the district in ensuring that PA Core Standards are being addressed. Development of benchmark assessments for each unit will provide the opportunity for review of standards alignment.

Middle Level

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

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|--|--------------|--------------|
| Health, Safety and Physical Education | Accomplished | Accomplished |
| History | Accomplished | Accomplished |
| Science and Technology and Engineering Education | Accomplished | Accomplished |
| Alternate Academic Content Standards for Math | Developing | Developing |
| Alternate Academic Content Standards for Reading | Developing | Developing |
| American School Counselor Association for Students | Developing | Developing |
| English Language Proficiency | Developing | Developing |
| Interpersonal Skills | Accomplished | Accomplished |
| School Climate | Developing | Developing |
| World Language | Developing | Developing |

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

Each of the areas of our middle school curriculum are assessed as Accomplished or Developing and are in use by teaching faculty. PA Core Standards in the area of mathematics will be under further review during the summer of 2018 as teachers focus on continued implementation of the Big Ideas math program inclusive of the common core standards. Common assessments will be developed and utilized, allowing for a review of alignment to the PA Core Standards. The mathematics PA Core Standards will be reviewed and evaluated at each grade level. The reading/language arts PA Core Standards will be reviewed as changes/revisions to the remediation program are underway.

High School Level

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

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

Each of the areas of our high school curriculum are assessed as Accomplished or Developing and are in use by teaching faculty. Implementation of a new Career and Financial Literacy Course has fostered growth in the Career Education and Work Standards. The development of a new AP Microeconomics course allowed for a review of Economics standards.

Adaptations

Elementary Education-Primary Level

Checked answers

None.

Unchecked answers

None.

Elementary Education-Intermediate Level

Checked answers

None.

Unchecked answers

None.

Middle Level

Checked answers

None.

Unchecked answers

None.

High School Level

Checked answers

None.

Unchecked answers

None.

Explanation for any standards checked:

This narrative is empty.

Curriculum

Planned Instruction

Elementary Education-Primary Level

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

District curriculum is completed in a common format and stored on the district server; accessible to staff members. The common format allows for consistency and curriculum alignment, both vertically and horizontally. Big ideas, unit essential questions, standards, and KUD charts allow for review of stated objectives and standards compliance. Assessment is incorporated into Course outlines and unit maps. Implementation of C-MAP as an online tool for curriculum development will foster continued growth of district curriculum and curricular alignment. The district will have the ability to report on standards as the individual course level; thus allowing for efficient review of academic standards. To date, the elementary curriculum has not been moved into the C-MAP portal; however math curriculum has been initiated within the C-MAP system.

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

This narrative is empty.

Elementary Education-Intermediate Level

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

District curriculum is completed in a common format and stored on the district server; accessible to staff members. The common format allows for consistency and curriculum

alignment, both vertically and horizontally. Big ideas, unit essential questions, standards, and KUD charts allow for review of stated objectives and standards compliance. Assessment is incorporated into Course outlines and unit maps. Implementation of C-MAP as an online tool for curriculum development will foster continued growth of district curriculum and curricular alignment. The district will have the ability to report on standards as the individual course level; thus allowing for efficient review of academic standards. To date, the elementary curriculum has not been moved into the C-MAP portal; however, the math curriculum has been initiated in the C-MAP system.

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

This narrative is empty.

Middle Level

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

Processes used to ensure Accomplishment:

District curriculum is completed in a common format and stored on the district's "Staff Portal", specifically in the C-MAP tool; accessible to staff members. The common format allows for consistency and curriculum alignment, both vertically and horizontally. Big ideas, unit essential questions, standards, and KUD charts allow for review of stated objectives and standards compliance. Assessment is incorporated into Course outlines and unit maps. Implementation of C-MAP as an online tool for curriculum development has fostered continued growth of district curriculum and curricular alignment. The district will have the ability to report on standards as the individual course level; thus allowing for efficient review of academic standards.

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

This narrative is empty.

High School Level

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

| | |
|---|--------------|
| Content, including materials and activities and estimated instructional time to be devoted to achieving the academic standards are identified. | Accomplished |
| The relationship between the objectives of a planned course, instructional unit or interdisciplinary studies and academic standards are identified. | Accomplished |
| Procedures for measurement of mastery of the objectives of a planned course, instructional unit or interdisciplinary studies are identified. | Accomplished |

Processes used to ensure Accomplishment:

District curriculum is completed in a common format and stored on the district's "Staff Portal", specifically in the C-MAP tool; accessible to staff members. The common format allows for consistency and curriculum alignment, both vertically and horizontally. Big ideas, unit essential questions, standards, and KUD charts allow for review of stated objectives and standards compliance. Assessment is incorporated into Course outlines and unit maps. Implementation of C-MAP as an online tool for curriculum development fostered continued growth of district curriculum and curricular alignment. The district will have the ability to report on standards as the individual course level; thus allowing for efficient review of academic standards.

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

This narrative is empty.

Modification and Accommodations

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

This narrative is empty.

Instruction

Instructional Strategies

Checked Answers

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

Regular Lesson Plan Review

Checked Answers

- Administrators

Unchecked Answers

- Building Supervisors
- Department Supervisors
- Instructional Coaches
- Not Reviewed

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

The Palmyra Area School District maintains a differentiated supervision model that currently incorporates clinical supervision, peer coaching and action research. Teachers under the clinical supervision track are observed, both formally and routinely through walk-through observations. Teachers in action research or peer coaching meet periodically with building supervisors and produce periodic reports for review. Additionally, these teachers are also observed through periodic walk-through observations. Teachers are also assisted by the district's Director of Instructional Technology and literacy coach to help ensure the incorporation of selected strategies.

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

Peer coaching was added to the district's differentiated supervision model during the 2016-2017 school year.

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. | Implemented in 50% or more of district classrooms |

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. | Implemented in 50% or more of district classrooms |

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

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

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. | 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 | Implemented in |

| | |
|--|------------------------------------|
| scheduling and differentiated instruction are used to meet the needs of gifted students. | 50% or more of district classrooms |
|--|------------------------------------|

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 Palmyra Area School District's hiring process includes both hard copy and electronic applications. By accepting both formats for candidates, the district has access to state-wide candidates for all positions. The posting of positions is done via the internet on the district web page, as well as through the PaEducator platform. The district has recently begun to advertise positions through the PSBA services. Screening of all candidates is conducted at the onset of the process. Candidates selected for interviews are met by a team of staff and administration during the interview phase. Students are also used in the interview phase for various positions. Final candidates return to teach a lesson to students, thus most interviewing is desired to take place in May or early June of each academic year. For summer interviews, students are sought and are invited to participate. A final step in the process allows candidates to meet with the central office administration prior to a recommendation to the Board of School Directors. To date, the Palmyra Area School District has maintained 100% highly qualified staff. PASD administrators have recently begun to attend recruiting fairs at local universities. With the reduction in the quantity of certifications being issues by the Commonwealth, PASD works to recruit the best teaching in the region.

Assessments

Local Graduation Requirements

| Course Completion | SY 19/20 | SY 20/21 | SY 21/22 |
|--|----------|----------|----------|
| Total Courses | 37.00 | 37.00 | 37.00 |
| English | 4.00 | 4.00 | 4.00 |
| Mathematics | 4.00 | 4.00 | 4.00 |
| Social Studies | 4.00 | 4.00 | 4.00 |
| Science | 4.00 | 4.00 | 4.00 |
| Physical Education | 3.00 | 3.00 | 3.00 |
| Health | 2.00 | 2.00 | 2.00 |
| Music, Art, Family & Consumer Sciences, Career and Technical Education | 4.00 | 4.00 | 4.00 |

| | | | |
|--|-------|-------|-------|
| Electives | 12.00 | 12.00 | 12.00 |
| Minimum % Grade Required for Credit (Numerical Answer) | 60.00 | 60.00 | 60.00 |

Graduation Requirement Specifics

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

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

Unchecked answers

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

assessments submitted for validation shall be deemed valid until a new validation is due to the Department.

- V. The Department will establish a list of entities approved to perform independent validations of local assessments in consultation with the Local Assessment Validation Advisory Committee as provided in ? 4.52(f).
 - VI. School boards shall only approve assessments that have been determined to meet the requirements of this subsection by an approved entity performing the independent validation. If a school district, AVTS or charter school, including a cyber-charter school, uses a local assessment that has not been independently validated, the Secretary will direct the school entity to discontinue its use until the local assessment is approved through independent validation by an approved entity.
- Completion of an Advanced Placement exam or International Baccalaureate exam that includes academic content comparable to the appropriate Keystone Exam at a score established by the Secretary to be comparable to the proficient level on the appropriate Keystone Exam.
 - Not Applicable. Our LEA does not offer High School courses.

Local Assessments

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

Methods and Measures

Summative Assessments

| Summative Assessments | EEP | EEI | ML | HS |
|------------------------------|------------|------------|-----------|-----------|
| PSSAs | | X | X | |
| Keystones | | | X | X |

Benchmark Assessments

| Benchmark Assessments | EEP | EEI | ML | HS |
|------------------------------|------------|------------|-----------|-----------|
| Study Island Benchmarks | | X | X | X |

Formative Assessments

| Formative Assessments | EEP | EEI | ML | HS |
|------------------------------|------------|------------|-----------|-----------|
| Teacher Created Assessments | X | X | X | X |

Diagnostic Assessments

No methods or measures have been identified for Diagnostic Assessments

Validation of Implemented Assessments

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

Provide brief explanation of your process for reviewing assessments.

The Palmyra Area School District has reviewed final exams for all high school courses. The development of common assessments has occurred at the unit level in elementary mathematics and intermediate elementary reading/language arts, as well as middle level mathematics.

Development and Validation of Local Assessments

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

This narrative is empty.

Collection and Dissemination

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

The Palmyra Area School District has established an assessment database through the use of WarwickWare and the tool, Data Blender. Data Blender is utilized to warehouse student testing data; inclusive of PSSAs, Keystone Exams, DRA scores, Study Island scores, and CDT scores. Analyzing data is made efficient through the reporting features of Data Blender. The tool fosters data driven decision making at the instruction level as data is reviewed during team data meetings at the building level. Monthly meetings allow individual teachers to collaborate with a building level team to develop remediation based on available data. Various benchmarking assessments and progress monitoring conducted by each classroom teacher allow for formative assessment data to drive instruction. Dissemination of testing data is conducted during parent-teacher conferences. Teachers are observed showing parents the online data tool, DataBlender, with their respective child's data being reviewed.

Data Informed Instruction

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

The Palmyra Area School District believes that the first intervention is handled within the regular classroom. Classroom teachers utilize assessment data to drive instructional grouping that is flexible and based upon student need. This first line of intervention asks teachers to differentiate instruction. Students are flexibly grouped according to skills and needs based on formative assessments. At-risk students are reviewed at data meetings and interventions are discussed. Intervention staff, including 8 reading specialists, and a myriad of special educators, provides instructional needs beyond what can be accomplished in the regular classroom. In grade one, Reading Recovery, is implemented as the most direct and focused intervention. Data is utilized at the secondary level to identify students for remediation courses, Keystone Exam remediation, and graduation requirements. Data Blender was recently upgraded to allow for specific reporting and monitoring of Keystone Exam remediation, best score and proficiency levels that may or may not lead to the project based assessment.

Assessment Data Uses

| Assessment Data Uses | EEP | EEI | ML | HS |
|---|------------|------------|-----------|-----------|
| Assessment results are reported out by PA assessment anchor or standards-aligned learning | | X | X | X |

| | | | | |
|---|---|---|---|---|
| objective. | | | | |
| 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.

This narrative is empty.

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

This narrative is empty.

Distribution of Summative Assessment Results

| Distribution Methods | EEP | EEI | ML | HS |
|---|------------|------------|-----------|-----------|
| Course Planning Guides | | | | |
| Directing Public to the PDE & other Test-related Websites | X | X | X | X |
| Individual Meetings | | | | |
| 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 | | | | |
| Student Handbook | | | | |

Provide brief explanation of the process for incorporating selected strategies.

The Palmyra Area School District communicates regularly with the community regarding summative test scores and results. Data, at the student level, is provided to parents during parent-teacher conferences and home communication via letter. The Board of School Directors is provided with an overview of testing results in the Fall of each academic year. Members of the media are always present and reporters are provided with a press release

detailing the school district's results. PTO meetings and PAC meetings provide an opportunity for school leaders to share summative testing results as well.

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

School calendars and student handbooks detail testing requirements, but do not specify past results. Graduation requirements are included in the state testing segment of the student handbook at the high school level.

Safe and Supportive Schools

Assisting Struggling Schools

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

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

The Palmyra Area School District does not have any of their school buildings designated as struggling. Despite high achievement we continually look for ways to improve student achievement and to make sure that every student is succeeding. We have programs in place to meet student needs. For our primary students we have an Extended Day Kindergarten Program, Reading Support, and Intervention Support. Teachers, Counselors, Psychologist, and Administrators meet regularly in Data Team Meetings to monitor student growth and identify student needs. We utilize a variety of data. In upper Elementary, we have intervention support and Data Team Meetings as well. We have parent meetings throughout the year, offer summer book exchange programs, and a variety of special education supports to meet the needs of every child. In the Palmyra Area Middle School we have additional courses for students in math and writing. Building teams meet regularly to review student data and develop ways to help students succeed. A Student Assistance Program is in place to help with student needs as well as a variety of special education supports for identified students. The Palmyra Area High School offers a variety of supports from the Student Assistance Program to before and after school tutoring sessions. We offer online learning for those student who may need options. Middle School and High School teachers are trained with the Literacy Design Collaborative in order to improve literacy across the curriculum. All building administrators are participating in PA-ETEP training because the number one factor to improve student achievement are highly effective teachers.

Programs, Strategies and Actions

| Programs, Strategies and Actions | EEP | EEI | ML | HS |
|--|------------|------------|-----------|-----------|
| Biennially Updated and Executed Memorandum of Understanding with Local Law Enforcement | X | X | X | X |
| School-wide Positive Behavioral Programs | X | X | X | |
| Conflict Resolution or Dispute Management | X | X | X | |
| Peer Helper Programs | | | X | |
| Safety and Violence Prevention Curricula | X | X | X | X |
| Student Codes of Conduct | X | X | X | X |
| Comprehensive School Safety and Violence Prevention Plans | X | X | X | X |
| Purchase of Security-related Technology | X | X | X | X |
| Student, Staff and Visitor Identification Systems | X | X | X | X |
| Placement of School Resource Officers | | | | |
| 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 Palmyra Area School District currently does not maintain a specific peer helper program; however, through the K-12 guidance curriculum students are taught social skills, self-help skills, good friend skills, etc. The Palmyra Area School District currently does not employ a School Resource Officer. Rather, the school district has maintained a positive relationship with local law enforcement agencies. The school district hosts first responder meetings on a quarterly basis as a means for maintaining open dialogue with law enforcement and fire personnel. All school facilities are within close proximity to local law enforcement offices. The school district is beginning dialogue at the board of school directors level with regard to future employment of school police officer(s) or school resource officer(s).

Screening, Evaluating and Programming for Gifted Students

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

Referrals for screening can be initiated by parents or teachers. Evaluation for the gifted program is a multi-step process. The screening and evaluation methods include:
Individual screening (Kauffman Brief Intelligence Test)

Performance on an individually administered measure of cognitive ability

Performance on an individually administered measure of academic achievement

Parent and teacher rating scales

Screening:

The Kauffman Brief Intelligence Test (K-BIT) is administered by the school guidance counselor. The K-BIT provides a preliminary overview of a student's cognitive ability and helps to determine which students require further evaluation. A student who attains a score of 125 or higher on the K-BIT is referred to the school psychologist for further testing. With written parental consent, the school psychologist will administer the following assessments:

Measure of Cognitive Ability:

Students must earn a minimum score of 127 to be considered for the gifted program. However, not all students who score a 127 on this test will qualify for the gifted program.

Measure of Achievement:

In addition to superior cognitive ability, eligibility for the gifted program requires students to demonstrate academic achievement in reading, math, and written expression that is significantly above average.

Parent and Teacher Rating Scales:

When making a determination regarding gifted eligibility, the observations of adults who know the student best are just as important as measures of cognitive aptitude and academic achievement. When a student meets criteria on the cognitive ability measure, parents and teachers will be asked to rate the student on a wide variety of traits and behaviors considered to be associated with giftedness.

Final decisions

regarding eligibility are determined by a weighted scoring system in which points are given for the following areas:

- 1) performance on an individually administered measure of cognitive ability
- 2) performance on an individually administered academic achievement test
- 3) parent rating scales
- 4) teacher rating scales.

A Multi-Disciplinary Team (MDT), of which parents are members, will meet to review information and to make recommendations.

What is the gifted program?

The gifted program is designed for students who demonstrate advanced intellectual abilities and who require specially designed instruction to meet their needs.

Students in the gifted program work on individual and group projects which are designed to develop problem solving and critical thinking skills. Students may also participate in the Student Enrichment Experience (SEE) Program offered through IU 13. The district has 2 teachers of the gifted that support students through pull out programs focusing on enriching the curriculum, working with classroom teachers to enrich and differentiate within their daily instruction, and facilitating projects, contests, and enrichment opportunities.

Currently, the gifted program falls under the regulations of special education.

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

The Kauffman Brief Intelligence Test (K-BIT) is administered by the school guidance counselor. The K-BIT provides a preliminary overview of a student's cognitive ability and helps to determine which students require further evaluation. A student who attains a

score of 125 or higher on the K-BIT is referred to the school psychologist for further testing. With written parental consent, the school psychologist will administer the following assessments:

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

Measure of Cognitive Ability:

Students must earn a minimum score of 127 to be considered for the gifted program. However, not all students who score a 127 on this test will qualify for the gifted program.

Measure of Achievement:

In addition to superior cognitive ability, eligibility for the gifted program requires students to demonstrate academic achievement in reading, math, and written expression that is significantly above average.

Parent and Teacher Rating Scales:

When making a determination regarding gifted eligibility, the observations of adults who know the student best are just as important as measures of cognitive aptitude and academic achievement. When a student meets criteria on the cognitive ability measure, parents and teachers will be asked to rate the student on a wide variety of traits and behaviors considered to be associated with giftedness.

Final decisions

regarding eligibility are determined by a weighted scoring system in which points are given for the following areas:

- 1) performance on an individually administered measure of cognitive ability
- 2) performance on an individually administered academic achievement test
- 3) parent rating scales
- 4) teacher rating scales.

A Multi-Disciplinary Team (MDT), of which parents are members, will meet to review information and to make recommendations.

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

Gifted services, include both acceleration and enrichment opportunities.

Developmental Services

| Developmental Services | EEP | EEI | ML | HS |
|---|------------|------------|-----------|-----------|
| Academic Counseling | X | X | X | X |
| Attendance Monitoring | X | X | X | X |
| Behavior Management Programs | X | X | X | X |
| Bullying Prevention | X | X | X | X |
| Career Awareness | X | X | X | X |
| Career Development/Planning | X | X | X | X |
| Coaching/Mentoring | | | | |
| Compliance with Health Requirements –i.e., Immunization | X | X | X | X |

| | | | | |
|-------------------------------------|---|---|---|---|
| Emergency and Disaster Preparedness | X | X | X | X |
| Guidance Curriculum | X | X | X | X |
| Health and Wellness Curriculum | X | X | X | X |
| Health Screenings | X | X | X | X |
| Individual Student Planning | X | X | X | X |
| Nutrition | X | X | X | X |
| Orientation/Transition | X | X | X | X |
| RTII/MTSS | | | | |
| Wellness/Health Appraisal | X | X | X | X |

Explanation of developmental services:

This narrative is empty.

Diagnostic, Intervention and Referral Services

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

Explanation of diagnostic, intervention and referral services:

This narrative is empty.

Consultation and Coordination Services

| Consultation and Coordination Services | EEP | EEI | ML | HS |
|---|------------|------------|-----------|-----------|
| Alternative Education | | | X | X |
| Case and Care Management | X | X | X | X |
| Community Liaison | | | | |

| | | | | |
|---|---|---|---|---|
| Community Services Coordination (Internal or External) | | | | |
| 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 | | | | |
| Truancy Coordination | X | X | X | X |

Explanation of consultation and coordination services:

This narrative is empty.

Communication of Educational Opportunities

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

Communication of Student Health Needs

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

| | | | | |
|---|---|---|---|---|
| Newsletters | X | X | X | |
| School Calendar | | | | |
| Student Handbook | X | X | X | X |
| Individual Contacts via Email, Phone calls, Texts | X | X | X | X |

Frequency of Communication

Elementary Education - Primary Level

- Yearly

Elementary Education - Intermediate Level

- Yearly

Middle Level

- Yearly

High School Level

- Yearly

Collaboration for Interventions

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

Throughout the district, Intervention Planning meetings are regularly scheduled in order to discuss individual student needs and coordinate appropriate academic interventions and supports. Individualized Education Plan meetings and 504 meetings are held to identify differing student needs and monitor academic progress and provide the necessary accommodations/adaptations/assistance for students with needs. Additionally, building level Student Assistance Teams meet to discuss student needs that potentially could impact student academic achievement and supports are planned for accordingly. Our psychologist and district social worker provide additional support to students, teachers, and families.

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

The district interacts with local daycare providers and provides early childhood curriculum as requested by childcare providers. PreSchool Teachers have visited kindergarten classrooms and we have sent our Kindergarten teachers to visit and observe preschools and daycares. The district also provides busing services to local daycare providers to assist parents of elementary age students with childcare transportation needs.

We also provide support and transportation to the Phoenix Center which is an after school program run by the Palmyra Area Council of Churches.

The district has a close working relationship with Palmyra Area Recreation Department supporting and providing facilities for after school programs and events.

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.

Annual meetings are scheduled with all early intervention families to discuss transition services. Information is shared and plans are formulated in order to provide the necessary services from the start. The district collaborates with early intervention programs and services to ensure smooth transitions between these services and district provided services. The Palmyra Area School District also provide space for a Head Start Program. Annually we meet with parents to describe our program and to ensure a smooth transition for those students. Teachers often share information and collaborate together to make sure students are obtaining the necessary skills for their success.

Materials and Resources

Description of Materials and Resources

Elementary Education-Primary Level

| Material and Resources Characteristics | Status |
|--|---------------|
| Aligned and supportive of academic standards, progresses level to level and demonstrates relationships among fundamental concepts and skills | Accomplished |
| A robust supply of high quality aligned instructional materials and resources available | Accomplished |
| Accessibility for students and teachers is effective and efficient | Accomplished |

| | |
|---|------------|
| Differentiated and equitably allocated to accommodate diverse levels of student motivation, performance and educational needs | Developing |
|---|------------|

Provide explanation for processes used to ensure Accomplishment.

Periodic curriculum review and annual review of student performance levels allow Palmyra Area School District to assess effectiveness and availability of materials and educational resources. Textbooks and curriculum are presented and approved by the Board of School Directors. Recent adoption of the PA Core Standards has required the district to begin review of materials and resources available. An update to the middle school math program and the intermediate elementary reading program are a direct result of this review of PA Core Standards and accompanying data.

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

This narrative is empty.

Elementary Education-Intermediate Level

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

Provide explanation for processes used to ensure Accomplishment.

Periodic curriculum review and annual review of student performance levels allow Palmyra Area School District to assess effectiveness and availability of materials and educational resources. Textbooks and curriculum are presented and approved by the Board of School Directors. Recent adoption of the PA Core Standards has required the district to begin review of materials and resources available. An update to the middle school math program and the intermediate elementary reading program are a direct result of this review of PA Core Standards and accompanying data.

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

This narrative is empty.

Middle Level

| Material and Resources Characteristics | Status |
|--|---------------|
| Aligned and supportive of academic standards, progresses level to level and demonstrates relationships among fundamental concepts and skills | 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.

Periodic curriculum review and annual review of student performance levels allow Palmyra Area School District to assess effectiveness and availability of materials and educational resources. Textbooks and curriculum are presented and approved by the Board of School Directors. Recent adoption of the PA Core Standards has required the district to begin review of materials and resources available. An update to the middle school math program and the intermediate elementary reading program are a direct result of this review of PA Core Standards and accompanying data.

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

This narrative is empty.

High School Level

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

Provide explanation for processes used to ensure Accomplishment.

Periodic curriculum review and annual review of student performance levels allow Palmyra Area School District to assess effectiveness and availability of materials and educational resources. Textbooks and curriculum are presented and approved by the Board of School Directors. Recent adoption of the PA Core Standards has required the district to begin review of materials and resources available. An update to the middle school math program and the intermediate elementary reading program are a direct result of this review of PA Core Standards and accompanying data.

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

This narrative is empty.

SAS Incorporation

Elementary Education-Primary Level

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

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

Further explanation for columns selected "

This narrative is empty.

Elementary Education-Intermediate Level

| Standards | Status |
|---------------------------|---|
| Arts and Humanities | Implemented in 50% or more of district classrooms |
| Career Education and Work | Implemented in 50% or more of district classrooms |
| Civics and Government | Implemented in 50% or more of district |

| | |
|---|---|
| | classrooms |
| PA Core Standards: English Language Arts | Implemented in 50% or more of district classrooms |
| PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects | Implemented in 50% or more of district classrooms |
| PA Core Standards: Mathematics | Implemented in 50% or more of district classrooms |
| Economics | Implemented in 50% or more of district classrooms |
| Environment and Ecology | Implemented in 50% or more of district classrooms |
| Family and Consumer Sciences | Implemented in 50% or more of district classrooms |
| Geography | Implemented in 50% or more of district classrooms |
| Health, Safety and Physical Education | Implemented in 50% or more of district classrooms |
| History | Implemented in 50% or more of district classrooms |
| Science and Technology and Engineering Education | Implemented in 50% or more of district classrooms |
| Alternate Academic Content Standards for Math | Implemented in 50% or more of district classrooms |
| Alternate Academic Content Standards for Reading | Implemented in 50% or more of district classrooms |
| American School Counselor Association for Students | Implemented in 50% or more of |

| | |
|------------------------------|---|
| | district classrooms |
| English Language Proficiency | Implemented in 50% or more of district classrooms |
| Interpersonal Skills | Implemented in 50% or more of district classrooms |
| School Climate | Implemented in 50% or more of district classrooms |

Further explanation for columns selected "

This narrative is empty.

Middle Level

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

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

Further explanation for columns selected "

This narrative is empty.

High School Level

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

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

Further explanation for columns selected "

This narrative is empty.

Early Warning System

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

Not answered

Professional Education

Characteristics

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

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

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

In recent year's the Palmyra Area School District has incorporated multiple means for determining the selected characteristics above are an outcome of professional development. Annually, the school district has conducted surveys of professional staff as a means for obtaining input and feedback on recent and future professional development needs. The district has allowed educator's in very finite positions to explore professional

growth through associations, conferences and other colleagues. In 2013-2014 the district employed an additional reading specialist in order to provide time for a veteran reading specialist to provide one full day a month of training to kindergarten and first grade teachers in the area of literacy skills instruction. The employment of a literacy coach and a technology coach/coordinator has also allowed the school district to enhance educators' teaching skills based on effective practice. The district continues to employ a Reading Supervisor who conducts a great deal of literacy training for teachers. The district continues to employ instructional coaches and recently, 2018-2019, employed a second coach/STEM teacher. Most recently, the district's implementation of PA-Etep, an online observation/evaluation tool, has allowed the school district administration the ability to observe trends in practice. Of particular interest is the ability to drive professional development relative to the data gleaned from the PA-Etep observation tool. Finally, the district has fostered growth in data driven decision-making through the data meetings occurring at the building level. Individual student data drives instructional practice and the professional development needed to meet the needs of diverse learners. Ultimately, individual staff members do a great deal of teaching their colleagues, through inservice presentations and/or summer trade days.

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

This narrative is empty.

Educator Discipline Act 126, 71

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

| Questions |
|--|
| The LEA has conducted the required training on: |
| 6/8/2018 Act 126 Training was conducted during an Act 80 Day. |
| 8/28/2018 District procedures and processes were reviewed at opening faculty meetings. |
| 8/14/2018 New Inductees were trained. |
| The LEA plans to conduct the required training on approximately: |
| 8/24/2022 Within 5 year requirement for all staff. |
| 8/21/2019 New inductees train each year or upon initial hire date. |

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

| Questions |
|---|
| The LEA has conducted the training on: |
| 11/23/2015 Initial training completed with staff. |
| The LEA plans to conduct the training on approximately: |
| 8/27/2019 Within 4 year requirement for all staff. |

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

| Questions |
|---|
| The LEA has conducted the training on: |
| 11/23/2015 Initial training completed with staff. |
| The LEA plans to conduct the training on approximately: |
| 8/27/2019 Within 4 year requirement for all staff. |

Strategies Ensuring Fidelity

Checked answers

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

Unchecked answers

- Clear expectations in terms of teacher practice are identified for staff implementation.
- Every Professional development initiative includes components that provide ongoing support to teachers regarding implementation.

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

On an annual basis the professional educators at the Palmyra Area School District complete a thorough needs assessment. The results of the online survey are compiled in a user-friendly format, thus allowing the district to make decisions pertinent to upcoming staff development needs. The addition of PA-ESEP has streamlined the district's ability to focus staff development at the personal level whereby principals and teachers are having more in depth conversation about teaching and learning. When conducted at the individual teacher level, the development of the teacher is positively impacted as they can utilize student data

immediately as a means of determining effectiveness of practice. With the inclusion of an action research component and the piloting of Student Learning Objectives (SLOs) in the teacher supervision process, educators are also being asked to utilize data metacognitively as a means to drive instructional practice and needs associated with staff development. The district's Staff Development Planning Team, inclusive of teachers and administrators, as well as parental input, develops a staff development calendar for the pending school year that is vast and varied. Ultimately, the district's growth measures and achievement measures have been steadily increasing in recent years, which serves as a barometer for gauging success of staff development within the school district.

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

The strategies above that were not selected are areas the school district has determined as focus areas for the professional development plan being developed. Throughout the review of the comprehensive planning process, these two areas will become focal points for district initiatives and training needs. Consistency of expectation among four elementary buildings and vertically through the middle school and high school levels is a need for the school district. The notion of consistency of practice begins with validating research based effective practices, establishing priorities, and pervasively enfusing said teacher practice throughout the school district. Of greatest need is the clear expectation of how technology is to be utilized in a classroom in the Palmyra Area School District. The district seeks to create a safe environment for staff to stretch and take risks during lesson development and instructional design through the instructional delivery phase of teaching. A purposeful influx of technology hardware has begun to incorporate the necessary pieces for great potential for taking teaching and learning further into the 21st century. Bringing all staff to a minimal expectation is paramount so that a level of consistent and clear expectation can be established.

The second challenge pertinent to the Palmyra Area School District is the ongoing support for teachers regarding an implementation once the grassroots efforts are concluded. Given the number of initiatives in public education in the Commonwealth and a limited number of professional development opportunities for the school district, this has been a challenge and was clear during the Staff Development Planning Team's discussions regarding future staff development needs. Time is a major hurdle and the ability to sustain and make pervasive, any initiative, has been a challenge.

Induction Program

Checked answers

- Inductees will know, understand and implement instructional practices validated by the LEA as known to improve student achievement.
- Inductees will assign challenging work to diverse student populations.
- Inductees will know the basic details and expectations related to LEA-wide initiatives, practices, policies and procedures.

- Inductees will know the basic details and expectations related to school initiatives, practices and procedures.
- Inductees will be able to access state curriculum frameworks and focus lesson design on leading students to mastery of all state academic standards, assessment anchors and eligible content (where appropriate) identified in the LEA's curricula.
- Inductees will effectively navigate the Standards Aligned System website.
- Inductees will know and apply LEA endorsed classroom management strategies.
- Inductees will know and utilize school/LEA resources that are available to assist students in crisis.
- Inductees will take advantage of opportunities to engage personally with other members of the faculty in order to develop a sense of collegiality and camaraderie.
- Inductees will be able to navigate the Staff Portal, PowerSchool, ERC, and district website.
- Inductees will be trained in an all hazards response plan, as well as mandated reporting requirements (Act 126) and Suicide Prevention Training (Act 71).

Unchecked answers

None.

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

The Palmyra Area School Districts currently maintains a two year induction process. The district believes that providing the necessary tools and strategies, along with positive relationships, will assist in the maintenance of long-term employees and professional educators. Members new to the district and new to the profession are provided with a paid mentor for the first year of induction. It is through this collegial relationship that inductees are to experience collaboration, assistance, help on small tasks to large tasks, etc. Additionally, monthly meetings with the respective building administrator are required. Special topics are covered during these meetings and inductees are able to prepare for upcoming events in advance. At the district level, induction includes various evening sessions and full day sessions for continued professional growth. Areas include technology integration, parent/teacher conferences, effective use of data and special education services; to name a few. Annual surveys of inductees allow the new employees the opportunity to provide feedback on the induction process; thus fostering continued growth in the program.

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

This narrative is empty.

Needs of Inductees

Checked answers

- Frequent observations of inductee instructional practice by 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 written reports summarizing instructional activity.
- Submission of inductee portfolio.
- Knowledge of successful research-based instructional models.
- Information collected from previous induction programs (e.g., program evaluations and second-year teacher interviews).
- PVAAS Teacher Specific Data (if applicable)

Unchecked answers

- Review of inductee lesson plans.

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

Topics are developed for each monthly meeting between administrator and inductee thus ensuring that the necessary topics are covered. The annual review of effectiveness is utilized to revise as necessary. As new initiatives stem from the district or the Commonwealth, these agendas are reviewed and reproduced annually using the district's internal Moodle site for induction. The new Educator Effectiveness process is assisting the school district to ensure these selected characteristics as inductees, like all staff, are providing their own evidence of practice. Coupled with observation and effective dialogue about teaching and learning, each building administrator is able to assess the tool set each inductee brings to the table and takes away at the end of the their first year. Lesson plans are reviewed as an element of practice in this model. The district maintains S.M.A.R.T. goals for each educator which also adds to the accountability of said characteristics. The beginnings of Student Learning Objectives (SLOs) development is also fostering effective

best practice in our teachers as they involve additional opportunities to discuss teaching practice with colleagues and with a supervisor.

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

Further incorporation of lesson plan review is necessary to assist with daily lesson preparation, adherence to district curriculum, scope and sequence, and assessment practices.

Mentor Characteristics

Checked answers

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

Unchecked answers

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

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

District mentors are required to participate in an initial training at the onset of the school term in which they serve as a mentor. Expectations for serving as mentors are reviewed as are the tasks necessary for a successful mentor/inductee relationship. The training recently was expanded to include skills and strategies for mentoring so that mentoring becomes more than "buddy mentoring." Skills that facilitate dialogue, problem solving and communication are paramount. Requirements outlined at the state level are instituted as a means of preparing inductees for instructional II certification and Act 48 requirements of the Commonwealth.

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

In given scenarios or specialty assignments, having mentors/inductee assignment that is efficient and in close proximity can be a challenge. In cases of this nature the district has assigned dual mentors to a new teacher. For example a mentor may be assigned in the building of the inductee for easy access and general procedural questions; yet a same

department or grade level mentor is assigned as well. This person is able to foster the curricular needs of the inductee. A more structured process is necessary in these rare situations.

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 | | X | | | |
| Assessments | | X | | X | | |
| Best Instructional Practices | X | X | X | X | X | X |
| Safe and Supportive Schools | X | | X | | | |
| Standards | | X | | | X | |
| Curriculum | X | | | X | | |
| Instruction | X | X | X | X | X | X |
| Accommodations and Adaptations for diverse learners | X | | | | X | |
| Data informed decision making | X | X | | | X | |
| Materials and Resources for Instruction | X | | X | X | | |

If necessary, provide further explanation.

This narrative is empty.

Monitoring and Evaluating the Induction Program

Identify the procedures for monitoring and evaluating the Induction program.

The Palmyra Area School District monitors and evaluates the induction program through continual dialogue with individuals in the program. Year one inductees meet monthly with their administration; periodically with central office administration and weekly with their mentors. Informal feedback is obtained each step of the way through informal dialogue. Additionally, all staff members are surveyed annually for the professional development needs assessment. Specific components of this survey are geared directly to individuals who are within the first three years of their careers. The specific inductees and their mentors are surveyed annually, at the conclusion of induction, as a means of providing feedback and updating the induction program on an annual basis.

Recording Process

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

- Mentor documents his/her inductee's involvement in the program.
- A designated administrator receives, evaluates and archives all mentor records.

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

Unchecked answers

None.

Special Education

Special Education Students

Total students identified: **606**

Identification Method

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

When identifying students with a specific learning disability, Palmyra Area School District utilizes the state-level criteria for the discrepancy model. Prior to testing, teachers and administration monitor academic progress based on benchmark assessments, supports, and interventions provided through the regular education programming.

Benchmark assessments are given to identify independent academic levels as compared to grade level standards during the school year. Any student scoring below benchmark at the elementary level takes an additional assessment to gauge progress. Upon completion of the assessments, each school conducts grade level data meetings to review academic progress in both reading and math. It is determined which students are in need of additional support or interventions provided by regular education. Teachers and administration analyze scores, and, if a student receives additional support, the response to those current supports or intervention. When determined that a student is not meeting state-level standards upon review of data and current supports provided, the student is referred for testing to determine identification and eligibility of a specific learning disability.

As determined by state regulations, a criterion for a specific learning disability under the discrepancy model includes a discrepancy between IQ and academic achievement. Palmyra Area School District uses a 1.0 standard deviation, or 15-point discrepancy for eligibility criteria. Palmyra Area School District also utilizes the cognitive strengths and weaknesses model of a discrepancy as related to academic performance to determine identification for a specific learning disability.

Enrollment

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

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

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

As of December 1st, 2016, the total enrollment for Palmyra Area School District is 3,578.

The district special education percentage is 16.6%, compared to the state average of 16.5%. The district is slightly higher in identification of students as compared to the state average. The district continues to see a rise in enrollment. This also includes the special education population, as we have observed more students enroll in the school district with a current in-state or out-of-state IEP. As a district, we will continue to review the special education process with procedures for identification, professional development for staff and school psychologists for identification of needs and services, and dismissal of services when students meet goals and are no longer in need of instruction. Below is a more in depth comparison and explanation regarding enrollment within the Palmyra Area School District.

The district's Emotional Disturbance population is 3.5% compared to the state average of 8.5%. The enrollment percentage is disproportionate to the state percentage and our district has seen a slight decrease of identification and enrollment of students with an Emotional Disturbance. To better understand Emotional Disturbance and appropriate identification, our school psychologists will attend professional development to ensure proper identification of students within the Emotional Disturbance category. Additionally, the IEP teams will review needs of students currently identified to confirm proper identification in other categories with behavioral concerns and needs.

The district's Specific Learning Disability population is 47.6% compared to the state average of 41.8%. In 2014, the district identification of students with a specific learning disability was 52.1%. The district has decreased this number with training in identification, implementation of research based programming in special education classrooms for students to make progress and procedures for dismissal of students no longer in need of special education services. The district will continue to improve the percentage by appropriately identifying students in the areas of need through the district's criterion for eligibility of a specific learning disability.

The district's Other Health Impairment population is 16.5% compared to the state average of 14.9%. In 2014, the district percentage was 15.5% of the special education population. As a district, we have started to provide professional development for identification of students and needs associated with disabilities. The school psychologists and administration team recently attended trainings regarding the need for special education services versus accommodations related to Chapter 15. As a district, we will monitor the

need for direct instruction and services in the area of Other Health Impairment, versus the need for accommodations within the general education classroom environment. In addition, the school psychologists will receive professional development in the area of identification of students with behavioral needs to establish appropriate identification under Other Health Impairment versus another disability.

The district's Speech and Language population is 12.9% compared to the state average of 14.7%. Palmyra Area School District continues to see a decrease in students with a Speech and Language disability. This is due to dismissal of services after teaching of skills, students meeting language goals and objectives, and providing language accommodations in the general education setting. Recently the district has seen an increase in the Autism population. Within our school district, language needs are met through the Autism diagnosis. For those students not identified Autism, the speech and language therapists will review initial provision of services and dismissal criteria. Additionally, the speech and language therapists will continue to screen during Early Intervention transition to review needs of incoming students qualifying prior to school age.

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?

Currently, the Palmyra Area School District is not a host district for 1306 students. However, should the district become a Host District, the Palmyra School District would follow the Nonresident Students in Institutions, BEC 24 P.S. 13-1306, issued September 1, 1997.

The Palmyra School District would be responsible for educating the students in those children's institutions. Under Section 1306 of the School Code, the Palmyra School District (host school district) would be required to allow nonresident students in children's institutions, including detention homes, drug and alcohol treatment centers and others, located within their borders, to attend the schools in the district. Due to the student's educational needs, the district may need to contract with another entity to provide the educational program.

If a student residing in a children's institution is found to be exceptional, the Palmyra Area School District would be responsible for providing the student with an appropriate program of special education and training consistent with Chapters 14 and 342 of the Pennsylvania regulations and standards. This means Palmyra Area School District would be responsible for making decisions regarding the goals, programming, and educational placement for each student. The district would also responsible for seeking advice from the resident school district with respect to the student, and keeping the resident school district informed of its

plans to educate the student.

The Palmyra Area School District current has several students who are residing in children institutions outside the district. The district contacts the holst district's Special Education Deparement to notify them of the student placement at their facility. Appropriate paperwork is shared (ER/RR, IEP, etc) is shared in an expedited fashion in order to ensure FAPE in the LRE. The district's Director of Pupil Services asks to be included in meetings so the district can have input to the LRE for the student at the placement.

Current barriers the district experiences is being included in meetings and receiving copies of the annual special education documents. Despite multiple requests, often meetings are held without district representation and finalized paperwork is not shared.

Incarcerated Students Oversight

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

The Lancaster/Lebanon Intermediate Unit #13 operates the educational program in the local correctional institutions for all incarcerated students who are or may be eligible for special education services. The IU #13 procedures are established and followed in order to notify school districts where school age youth enter the facilities.

When the Palmyra Area School District is notified, school records are sent to the facility in order to identify anyone eligible for special education services. Students may be evaluated while incarcerated if there is reason to believe the youth may be disabled and in need of specially designed instruction. The school district works in conjunction with the Lancaster/Lebanon Intermediate Unit and parent to complete the evaluation and IEP, should a student be eligible. Services, as outlined in the IEP are then provided. A student is eligilbe for a PASD diploma when the student completes the graduation requirements outlined in his/her IEP.

Least Restrictive Environment

1. Describe the District procedures, which ensure that, to the maximum extent appropriate, children with disabilities, including those in private institutions, are educated with non-disabled children, and that removal from the regular education environment only occurs when education in that setting with supplementary aids and services, cannot be achieved satisfactorily.
2. Describe how the District is replicating successful programs, evidence-based models, and other PDE sponsored initiatives to enhance or expand the continuum of supports/services and education placement options available within the District to support students with disabilities access the general education curriculum in the

least restrictive environment (LRE). (Provide information describing the manner in which the District utilizes site-based training, consultation and technical assistance opportunities available through PDE/PaTTAN, or other public or private agencies.)

3. Refer to and discuss the SPP targets and the district's percentages in the Indicator 5 section - Educational Environments. Also discuss the number of students placed out of the district and how those placements were determined to assure that LRE requirements are met.

1. The Palmyra Area School District educates students with Individualized Education Programs (IEPs) in the Least Restrictive Environment (LRE) to the maximum extent appropriate according to their individual needs. The District offers a continuum of special education supports and services within the district to meet the unique learning needs of students. Though these programs, the district is able to educate more than 97% of our students within our own schools.

The District's Special Education team consists of a Director of Pupil Services, 1 Special Education Supervisor, 1 Special Education Consultant, 2.8 School Psychologists, 32.5 special education teachers, 3 full time speech-language therapist, and 29 para-educators and PCAs to assist in meeting the needs of district students.

The district offers Itinerant, Supplemental, and Full-time Learning Support programs at all schools in the district. There are two full-time Autistic support classes at the elementary level located at Lingle Elementary School. The students are instructed using intensive, evidence-based, teaching interventions that are derived from Applied Behavior Analysis (ABA). The classrooms are supported by PaTTAN staff through the Autism Initiative. The district operates an Emotional Support classroom at Forge Road Elementary. Emotional Support services (Itinerant, Supplemental, and Fulltime) are also available at the Middle School and High School levels. For students in need of more functional academics, we offer Life Skills Support classes at Pine Street Elementary, the Middle School, and The High School. Within this program, students receive the level of program that most appropriately meets their need (Itinerant, Supplemental, or Fulltime). The district also hosts 2 Autistic Support classes operated by Intermediate Unit 13 – one at Northside Elementary and one at the Middle School.

In the area of transition planning at the high school, students continue to be eligible for a number of programs and services to assist with future planning. Students have access to a full-time job trainer to develop prevocational skills. Students also have access to half-day and full-day regular education programs at the Lebanon County Career and Technology Programs. Students in the Life Skills Program utilize a cottage at Londonderry Village to teach independent living skills, pre-employment skills, and self-advocacy skills. The program is operated with the support of OVR.

The district contracts with Therabilities for Occupational Therapy and Physical Therapy for students who attend schools within the district. The District also contracts with the local

Lancaster-Lebanon IU13 to provide students with the related services of vision, audiological services, orientation and mobility training, sign language services, and hearing services.

To ensure children with disabilities are educated to the maximum extent appropriate in the regular education environment, the IEP team reviews the identified needs and recommendations provided by the school psychologist in the initial evaluation report or in the re-evaluation report conducted by the school psychologist or teacher, based on need of additional testing. The IEP team reviews the needs and determines if those needs can first be met in the regular education environment and curriculum through adaptations or modifications to the curriculum. If a child is in need of direct, explicit instruction in academic, behavioral, functional, or social areas, the IEP team then considers a more restrictive environment for the teaching of the skills in order to be successful in the general education environment or curriculum. Special education teachers are in frequent contact with regular education staff regarding progress and successes or concerns observed. If those successes or concerns, with evidence of observation, documentation and data to support, warrant a change of current LRE placement prior to the anniversary date of the IEP, the team reconvenes to discuss changes to the educational environment. It is our intent to educate and provide all students with disabilities the opportunity to interact in the regular education environment to the maximum extent possible.

In order to provide supports and instruction in the regular education environment with fidelity, the special education teachers, regular education teachers and administration team receive in-service or monthly information for implementation of special education accommodations and modifications. Recently, the high school staff received an in-service about special education law, practice and accommodations vs modifications in the general education setting. During the training, teachers were able to ask questions regarding students in the general education setting, were provided with examples of accommodations and modifications, and given a brief overview of special education law pertaining to Least Restrictive Environment. Although the middle school teachers did not participate in the in-service, the teachers and staff receive monthly “tidbits” about special education, similar to what was presented in the in-service training. In the future, the special education department would like to offer the in-service training to elementary staff. In addition to the teachers and administration receiving special education training, the para-professionals in the school district were also offered training in supporting students in the regular education setting. In the future, we would like to continue to provide ongoing professional development in this area to keep special education students in the Least Restrictive Environment with appropriate supports and accommodations necessary to be successful.

When the district is unable to program for a student, the district utilizes other programs to meet the student needs. Currently the district contracts with IU13 for school-based and center-based programs, Merakey (formerly NHS), New Story of Lancaster & Harrisburg, the Vista School, Yellow Breeches Educational Centers, and Derry Township School District. The IEP considers all school-based options first. Only after the team is able to show that such as

setting would not meet the student's needs would the team consider a center-based type of program. The Director of Pupil Services takes an active role in the education of students placed out of the district through ongoing communication with teachers and attendance at all school-related meetings. During each IEP Meeting, the team discusses the option of a less restrictive placement and outlines steps necessary to reach this goal.

2. The district strives to implement effective programs, models and initiatives to expand the continuum of supports and services and increase the education of students with disabilities in the general education curriculum in the least restrictive setting. One initiative is the Autism Initiative with PaTTAN. The district started its first Autistic Support classroom in Fall 2017. The program utilizes the Verbal Behavior (VB)/Applied Behavior Analysis (ABA) Model to enhance student growth. Support from PaTTAN's Consultants has been invaluable to the classroom team. Due to increasing student need and the success of our program, a second Autistic Support program will open in Fall 2018. Another initiative is co-teaching at the high school level. This model allows students to be educated with their peers, while participating in the general education setting with appropriate adaptations and supports. The Middle School also provides push-in services by special education teachers. While formal co-teaching training has not been provided, this initiative is on the list of future training needs for the staff at the Middle School.

The district frequently utilizes the services of the IU13 Training and Consultation Team. TaC team members provide individual student consultation and classroom-based consultation and support, as well as training for specific departments and/or schools. Within the last year, the district has received support for student behavior, understanding autism, classroom-wide behavior supports, and inclusive practices.

3. An examination of the district's most recent Special Education State Report (2015-2016), shows the Palmyra Area School District meets and exceeds the SSP target for Indicator 5: Educational Environments. The SSP target is 4.6% - meaning that the district should aim to have no more than 4.6% of the district's students placed outside the district - in "other settings." The district has 2.6% of its students placed in "other settings." Other settings include approved private schools, other private facilities, residential treatment facilities, correctional facilities, and instruction in the home.

The 2015-16 Special Education State Report showed the Palmyra Area School District not meeting the SSP target for Educational Environments for SE inside Regular class for more than 80% of the day. At that time the district was at 54%, while the state was at 61.8% and the SSP was 63.1%. The district immediately addressed this through professional development on topics such as Supporting Students in the Regular Education Setting and Writing Effective IEPs. The district also reviewed how to determine Level of Special Education Services and LRE calculations. The district also worked with the Middle School to examine ways to include students during Flex period. The 2016-17 Special Education Data Report shows progress being made in serving students in the least restrictive environment. The district increased its percentage of services students in the regular class for more than

80% of the day from 54% to 56.8%. The district continues to work with administration, special education teachers, and regular education teachers to understand, plan, and implement services in the regular education setting. For example, the High School continues to provide a co-teaching model of instruction, in addition to the continuum of services for students with IEPs. The district will continue to analyze its data and work to meet the needs of students with disabilities in the least restrictive environment.

When a student requires a placement outside the district, the district utilizes other programs to meet the student needs. There are also times when students are placed in other facilities through the mental health system. In all cases, the district maintains ongoing communication with all stakeholders to ensure students are educated in the least restrictive environment. Sometimes this is not a public school. During the student's placement, the IEP team continues to discuss the option return to the least restrictive placement in a public facility outlines steps necessary to reach this goal.

Behavior Support Services

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

The Palmyra Area School District Board Policy (#113.2) includes all the components that are required and follows procedures and time-lines established through federal and state regulations. The policy specifically addresses that students with disabilities are to be educated in the least restrictive environment and will only be placed in settings other than the regular education class when the nature or severity of the student's disability is such that education in the regular education class with the use of appropriate supplementary aids and services cannot be achieved satisfactorily.

Individual, class-wide, and school-side positive behavior supports are utilized to teach appropriate behavior and increase learning for all students. An IEP team is required to develop an individual positive behavior support plan if the student requires specific interventions to address behavior that interferes with learning of themselves or the learning of others. Individual positive behavior support plans are based on a functional assessment of behavior and shall include a variety of research-based techniques to develop and maintain skills that will enhance students' opportunity for learning. The purpose of a Positive Behavior Support Plan (PBSP) is to eliminate the pattern of behaviors and replace the behaviors with socially acceptable skills.

Furthermore, the Board directs that the district's behavior support programs is based on positive rather than negative behavior techniques to ensure that students are free from demeaning treatment and unreasonable use of restraints or other aversive techniques. The

use of restraints is considered as a measure of last resort and is only to be used after other less restrictive measures, including de-escalation techniques. Special Education professional staff are trained and updated in procedures and regulations as they relate to positive behavior supports and the use of restraints. The district only uses positive techniques for the development, change, and maintenance of selected behaviors. Targeted administrators, special education teachers, general education teachers, and special education aides are trained in Crisis Prevention Intervention (CPI), which is dedicated to the reduction of violence through staff use of preventative actions, such as verbal de-escalation, and personal safety techniques necessary in order to minimize injuries to students or staff. The use of physical restraint is used as a last resort and is only used when a student is a danger to self or others. Prone restraints are never used in this school district. When a student is referred to law enforcement, the IEP team meets to update or develop the functional behavior assessment (FBA), positive behavior support plan (PBSP) and IEP as necessary to address the student's identified needs. The district now has 2 staff certified as CPI trainers. Recertification occurs every three years. When a restraint is used, incident reports are completed by staff members who were engaged in the restraint. All incident reports are then entered into the Restrain Information System Collection site. Parents are offered an IEP meeting to discuss the incident.

Administrators, teachers, and support staff have received and will continue to receive training through school year in-service sessions, consultations with IU13, and department meetings in order to develop their skills in identifying the function of student behavior and how to appropriately adjust their responses to behavior in order to promote learning. Special Education case managers monitor the progress and needs of students with disabilities and collaborate with the general education teachers to ensure knowledge and understanding of specially designed instruction and services, including behavioral goals and supports. When additional supports are needed, the district reaches out to the IU Training and Consultation team. In some instances, the district has contracted with the IU for assistance from a Board Certified Behavior Analyst (BCBA).

In 2016-17, the district began School-based Counseling with PA Counseling at the Middle School and Northside Elementary Schools. The program was expanded to the High School in 2017-18, and the district just agreed to expanded it to two other elementary schools in 2018-19: Pine Street and Forge Road Elementary Schools. The district goes beyond School-based Services to support students with behavioral needs. As with many districts throughout the state, there are resources in the form of BHRS services; such as, Therapeutic Staff Support (TSS), Mobile Therapy Services, and Behavioral Specialist Services as well as many other community services that support students and their families. These programs and services offer vital resources for students and families in the district. The District also utilizes the Student Assistance Program (SAP) for intervention and referrals. The district social worker, special education and general education professionals, and administrators work closely with local behavioral health agencies in an effort to align the student's IEP to ensure consistent, coordinated, and effective behavioral health programming when needed.

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.

Currently, the Palmyra Area School District is not having difficulty ensuring Free Appropriate Public Education (FAPE) for any particular disability category or individual student. The district offers a full continuum of services, supports and programs to students with disabilities through district-operated programs, IU programs, and other district and private operated programs.

In the event the district would encounter difficulty in programming for any student with a disability, we would work collaboratively with the Lancaster-Lebanon IU13 and community agencies in order to resolve the situation. The Child and Adolescent Service System Program (CASSP) has been a supportive resource that the district has used. CASSP provides comprehensive mental health care for children, adolescents and their families. The District Social Worker, along with the Director of Pupil Services, Supervisor of Special Education or District Administrator attend CASSP meetings to support our students and ensure appropriate program decision-making.

When a student is placed by an agency in another type of facility, such as an RTF, the Director of Pupil Services and/or the District Social Worker attends the inter-agency meeting in person or via phone with all stakeholders (parents, mental health support personnel, insurance providers, school team personnel, etc.) to ensure appropriate educational services are in place.

The district has one social worker who assists students, families, and district staff locate and gain access to additional supports. The Social Worker is extremely knowledgeable in the services available in the local community and in the County, and works with the families, insurance providers, and mental health providers to set up services in the most efficient manner.

One of the fastest growing disability categories in the Palmyra Area School District is Autism. In 2017-18, the district opened a fulltime Autistic Support program rather than sending our students to programs outside the district. The class is based on the VB/ABA Framework and is supported by the Autism Team from PaTTAN. The district will open a second fulltime Autistic Support program in 2018-19. The district also employs an Itinerant

Autistic Support teacher to address the needs of students with Autism, but who are able to participate in the general education setting for part or most of their day. We provide ongoing professional development to our general education staff so they are better able to support the needs of the students in the general education setting.

One area in which we struggle is finding a way to address the increasing mental health needs for students. Currently there is not a therapeutic Emotional Support Program in the district or Lebanon County. The district continues to explore ways to meet the needs of these students. The district does believe that implementing school-based counseling in 5 of its school building is a positive step in addressing these needs.

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.

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

The Palmyra Area Special Education Department is committed to provide special education program and services in accordance with the Individuals with Disabilities Education Act (IDEA 2004) and PA Chapter 14 Special Education Programs for students with disabilities. The District provides services to approximately 606 students with Individualized Education Programs. All educational decisions are made through the IEP team process and made in partnership with our parents.

Highlights of the special education programs and service available to students with disabilities include:

Continuum of services and programs within the district; more than 92% of Palmyra students are served within district-operated programs

100% Certified and Highly Qualified Professional Teachers

A Special Education Team that includes a Director of Pupil Services, Special Education Supervisor, Special Education Consultant, Social Worker, 3 School Psychologists, and an Administrative Assistant.

School Board and Administrative Support for special education programs and services

Supports for students with Autism, including 2 full-time programs that utilize the Verbal

Behavior (VB)/Applied Behavior Analysis (ABA) Model with the support of PaTTAN's Autism Initiative.

Itinerant Autism Support services, K-12 that provides direct instruction in communication, self-regulation, perspective taking skills to students on the Autism spectrum included in the regular education setting.

Transitions programs between levels (5th to 6th grades and 8th to 9th grades) includes visits, tours, parent meetings.

Extra-curricular programs are supportive of students with disabilities.

High School Academic Support program which teaches planning and organization, as well as, engages students in transition planning for post-high school.

Student-run mini business, The Cougar Café, at the High School. Students prepare snacks and beverages and sell to staff and students each Friday morning.

Collaborative and co-teaching arrangements at the High School.

Use of a cottage at Londonderry Village to teacher self-advocacy, independent living, and pre-employment skills. Program provided in conjunction with OVR.

Utilization of IU13 Job Trainer for job training, job shadowing and bus training at the high school level

Coffee Ship at the Middle School. Students sell coffee/hot drinks and morning snack to staff members, practicing communication, delivery and money skills

Strong relationships among all stakeholders, including general education staff, regular education staff, psychologists, support staff, and administration

Access to and use of technology including, but not limited to 1:1 devices, communication devices, and adaptive keyboards. The district technology department is well-versed in devices, programs, and apps and supports students with disabilities in all settings.

Use of scientific, evidenced-based direct instruction programs

All special education caseloads are within state regulations

Written special education procedures accessible to all teachers through Google Docs

Two district employees trainers in Crisis Prevention Intervention (CPI). Ongoing initial

training & recertification training for administrators, general & special education teachers, and support staff.

Collaboration with IU13 faculty, students, and families

Strong relationships and communication with various county and state agencies, including, but not limited to bi-annual agency fair, monthly OVR meetings for families and students, OVR parent nights. Ongoing collaboration with mental health agencies.

Strong relationships with other school districts within Lebanon County and with IU13

County-wide training for special education aides and personal care assistants (PCAs). This arrangement allows for a wider range of trainings to be offered.

Another strength of the special education program is the quality of professional development made available to all district staff on an ongoing basis. Teachers are provided professional development trainings, ongoing consultation, and support sessions to ensure that programs are being implemented with confidence and fidelity. Each summer, staff is offered trainings targeted to district initiatives, specific teachers' needs, departments, programs and grade-level needs. Throughout the school year, trainings are offered through department meetings, faculty meetings, workshops, in-house trainings, and collaboration with staff. Trainings are led by district teachers, IU staff, PaTTAN staff, and/or outside presenters. If the IU or PaTTAN offer trainings or if there is an outside training or conference unique to a teacher's area, staff members would have opportunity to attend that particular training session.

Each year specific trainings are designed, based on building initiatives and student need to ensure consistency of programming. The District ensures that personnel have the skills and knowledge necessary to meet the changing needs of students with disabilities by providing regular training in areas of need. Trainings are carefully planned for the special education staff. The district believes it's important the staff remain current in district initiatives, as well as in special education. Recent district trainings have included the implementation of 1:1 devices, grades 6-12, implementation of a new elementary math program, progress monitoring, CPI, VB/ABA, Understanding the mental health system.

In addition to training professional staff, the district provides at least 20 hours of training to all special education aides. As with the professional staff, training for special education aides are designed based on individual roles and student needs. Starting in August 2018, the district will be working with IU and other Lebanon County School Districts to offer a county-wide para-educator training.

Trainings opportunities for parents are posted on the district website and shared via email

from students' case managers. As with district staff, trainings specific to a student or to a group of students, are also shared with parents. The district offers a bi-annual agency fair for parents and students as a way to bring multiple resources to parents at one convenient location.

Assurances

Safe and Supportive Schools Assurances

The LEA has verified the following Assurances:

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

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

Special Education Assurances

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

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

24 P.S. §1306 and §1306.2 Facilities

There are no facilities.

Least Restrictive Environment Facilities

| Facility Name | Type of Facility | Type of Service | Number of Students Placed |
|---|------------------------------|----------------------------------|---------------------------|
| Yellow Breeches - N. Annville Center & Fishing Creek Center | Special Education Centers | Adventure Base Emotional Support | 5 |
| Vista | Special Education Centers | Autistic Support - full time | 4 |
| Community School West - IU #13 | Special Education Centers | Emotional Support full time | 2 |
| Ebenzer Elementary School | Neighboring School Districts | Autistic Support - full time | 1 |
| Northern Lebanon High School | Neighboring School Districts | Autistic Support | 2 |
| South Lebanon Elementary School | Neighboring School Districts | Multiple Disabilities Support | 2 |
| Cedar Crest Middle School | Neighboring School Districts | Multiple Disabilities Support | 1 |
| Cedar Crest High School | Neighboring School Districts | Multiple Disabilities Support | 1 |
| John Beck Elementary School | Neighboring School Districts | Deaf & Hard of Hearing Support | 1 |
| Fairland Educational Center | Special Education Centers | Emotional Support | 1 |
| Derry Township Middle School | Neighboring School Districts | Life Skills Support | 2 |
| NHS School / Merakey - Harrisburg | Special Education Centers | Emotional Support | 2 |
| New Story - Mountville | Special Education Centers | Autistic Support | 3 |
| New Story - Harrisburg | Special Education Centers | Emotional Support | 1 |
| Student's Home | Instruction in the Home | Life Skills Support | 1 |

Special Education Program Profile

Program Position #1

Operator: Intermediate Unit

PROGRAM SEGMENTS

| Type of Support | Level of Support | Age Range | Caseload | FTE |
|-----------------------------------|------------------|-----------|----------|-----|
| Full-Time Special Education Class | Autistic Support | 12 to 14 | 8 | 1 |

| | | | | |
|-----------------------|--------------------------|---|--|--|
| Locations: | | | | |
| Palmyra Middle School | A Middle School Building | A building in which General Education programs are operated | | |

Program Position #2 - Proposed Program

Operator: Intermediate Unit

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: August 27, 2018

PROGRAM SEGMENTS

| Type of Support | Level of Support | Age Range | Caseload | FTE |
|-----------------------------------|-------------------------------|---|----------|-----|
| Full-Time Special Education Class | Autistic Support | 9 to 10 | 6 | 1 |
| Locations: | | | | |
| Forge Road Elementary | An Elementary School Building | A building in which General Education programs are operated | | |

Program Position #3 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: August 27, 2018

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

PROGRAM SEGMENTS

| Type of Support | Level of Support | Age Range | Caseload | FTE |
|--|-------------------------------|---|----------|-----|
| Supplemental (Less Than 80% but More Than 20%) | Emotional Support | 7 to 10 | 4 | 0.5 |
| Locations: | | | | |
| Northside Elementary School | An Elementary School Building | A building in which General Education programs are operated | | |

| Type of Support | Level of Support | Age Range | Caseload | FTE |
|-----------------------------------|-------------------------------|---|----------|------|
| Full-Time Special Education Class | Emotional Support | 7 to 10 | 2 | 0.25 |
| Locations: | | | | |
| Northside Elementary School | An Elementary School Building | A building in which General Education programs are operated | | |

| Type of Support | Level of Support | Age Range | Caseload | FTE |
|--|-------------------------------|---|----------|------|
| Supplemental (Less Than 80% but More Than 20%) | Learning Support | 7 to 10 | 1 | 0.25 |
| Locations: | | | | |
| Northside Elementary School | An Elementary School Building | A building in which General Education programs are operated | | |

Program Position #4 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: August 27, 2018

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

PROGRAM SEGMENTS

| Type of Support | Level of Support | Age Range | Caseload | FTE |
|--|-------------------------------|---|----------|-----|
| Itinerant | Learning Support | 6 to 11 | 6 | 0.3 |
| Justification: Caseload reflects age range variance, but during instruction, the age-range will not exceed the limit; Age-range variance waver signed by parents | | | | |
| Locations: | | | | |
| Northside | An Elementary School Building | A building in which General Education programs are operated | | |

| Type of Support | Level of Support | Age Range | Caseload | FTE |
|--|-------------------------------|---|----------|-----|
| Supplemental (Less Than 80% but More Than 20%) | Learning Support | 7 to 10 | 9 | 0.7 |
| Locations: | | | | |
| Northside Elementary | An Elementary School Building | A building in which General Education programs are operated | | |

Program Position #5 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: August 27, 2018

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

PROGRAM SEGMENTS

| Type of Support | Level of Support | Age Range | Caseload | FTE |
|----------------------|-------------------------------|---|----------|-----|
| Itinerant | Learning Support | 9 to 11 | 9 | 0.8 |
| Locations: | | | | |
| Northside Elementary | An Elementary School Building | A building in which General Education programs are operated | | |

| Type of Support | Level of Support | Age Range | Caseload | FTE |
|--|-------------------------------|---|----------|-----|
| Supplemental (Less Than 80% but More Than 20%) | Learning Support | 9 to 11 | 3 | 0.2 |
| Locations: | | | | |
| Northside Elementary | An Elementary School Building | A building in which General Education programs are operated | | |

Program Position #6 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: August 27, 2018

PROGRAM SEGMENTS

| Type of Support | Level of Support | Age Range | Caseload | FTE |
|-----------------------|-------------------------------|---|----------|-----|
| Itinerant | Learning Support | 7 to 10 | 7 | 0.2 |
| Locations: | | | | |
| Forge Road Elementary | An Elementary School Building | A building in which General Education programs are operated | | |

| Type of Support | Level of Support | Age Range | Caseload | FTE |
|--|-------------------------------|---|----------|-----|
| Supplemental (Less Than 80% but More Than 20%) | Learning Support | 8 to 11 | 8 | 0.8 |
| Locations: | | | | |
| Forge Road | An Elementary School Building | A building in which General Education programs are operated | | |

Program Position #7 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Class*Implementation Date:* August 27, 2018

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

PROGRAM SEGMENTS

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

| Type of Support | Level of Support | Age Range | Caseload | FTE |
|--|-------------------------------|---|----------|-----|
| Supplemental (Less Than 80% but More Than 20%) | Learning Support | 9 to 11 | 8 | 0.6 |
| Locations: | | | | |
| Forge Road Elementary | An Elementary School Building | A building in which General Education programs are operated | | |

Program Position #8 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Class*Implementation Date:* August 27, 2018

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

PROGRAM SEGMENTS

| Type of Support | Level of Support | Age Range | Caseload | FTE |
|--|------------------|-----------|----------|-----|
| Supplemental (Less Than 80% but More Than 20%) | Learning Support | 5 to 7 | 3 | 0.4 |
| Locations: | | | | |

| | | | | |
|--------------------------|-------------------------------|---|--|--|
| Lingle Avenue Elementary | An Elementary School Building | A building in which General Education programs are operated | | |
|--------------------------|-------------------------------|---|--|--|

| Type of Support | Level of Support | Age Range | Caseload | FTE |
|-----------------------------------|-------------------------------|---|----------|-----|
| Full-Time Special Education Class | Learning Support | 5 to 7 | 3 | 0.6 |
| Locations: | | | | |
| Lingle Elementary | An Elementary School Building | A building in which General Education programs are operated | | |

Program Position #9 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: August 27, 2018

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

PROGRAM SEGMENTS

| Type of Support | Level of Support | Age Range | Caseload | FTE |
|--|-------------------------------|---|----------|-----|
| Itinerant | Learning Support | 5 to 10 | 9 | 0.5 |
| Justification: Caseload reflects age range variance, but during instruction, the age-range will not exceed the limit; Age-range variance waver signed by parents | | | | |
| Locations: | | | | |
| Lingle Avenue Elementary | An Elementary School Building | A building in which General Education programs are operated | | |

| Type of Support | Level of Support | Age Range | Caseload | FTE |
|--|-------------------------------|---|----------|-----|
| Supplemental (Less Than 80% but More Than 20%) | Learning Support | 5 to 9 | 7 | 0.5 |
| Justification: Caseload reflects age range variance, but during instruction, the age-range will not exceed the limit; Age-range variance waver signed by parents, as needed. | | | | |
| Locations: | | | | |
| Lingle Elementary | An Elementary School Building | A building in which General Education programs are operated | | |

Program Position #10 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: August 27, 2018

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

PROGRAM SEGMENTS

| Type of Support | Level of Support | Age Range | Caseload | FTE |
|--------------------------|-------------------------------|---|----------|-----|
| Itinerant | Learning Support | 9 to 11 | 12 | 0.4 |
| Locations: | | | | |
| Lingle Avenue Elementary | An Elementary School Building | A building in which General Education programs are operated | | |

| Type of Support | Level of Support | Age Range | Caseload | FTE |
|--|-------------------------------|---|----------|-----|
| Supplemental (Less Than 80% but More Than 20%) | Learning Support | 9 to 11 | 6 | 0.6 |
| Locations: | | | | |
| Lingle Avenue Elementary | An Elementary School Building | A building in which General Education programs are operated | | |

Program Position #11 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: August 27, 2018

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

PROGRAM SEGMENTS

| Type of Support | Level of Support | Age Range | Caseload | FTE |
|--|-------------------------------|---|----------|-----|
| Supplemental (Less Than 80% but More Than 20%) | Life Skills Support | 7 to 10 | 6 | 0.8 |
| Locations: | | | | |
| Pine Street Elementary | An Elementary School Building | A building in which General Education programs are operated | | |

| Type of Support | Level of Support | Age Range | Caseload | FTE |
|------------------------|-------------------------------|---|----------|-----|
| Itinerant | Life Skills Support | 7 to 10 | 1 | 0.2 |
| Locations: | | | | |
| Pine Street Elementary | An Elementary School Building | A building in which General Education programs are operated | | |

Program Position #12 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: August 27, 2018

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

PROGRAM SEGMENTS

| Type of Support | Level of Support | Age Range | Caseload | FTE |
|--|-------------------------------|---|----------|-----|
| Supplemental (Less Than 80% but More Than 20%) | Life Skills Support | 9 to 11 | 7 | 0.8 |
| Locations: | | | | |
| Pine Street Elementary | An Elementary School Building | A building in which General Education programs are operated | | |

| Type of Support | Level of Support | Age Range | Caseload | FTE |
|-----------------|------------------|-----------|----------|-----|
| Itinerant | Learning Support | 9 to 11 | 1 | 0.2 |
| Locations: | | | | |

| | | | | |
|------------------------|-------------------------------|---|--|--|
| Pine Street Elementary | An Elementary School Building | A building in which General Education programs are operated | | |
|------------------------|-------------------------------|---|--|--|

Program Position #13 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Class*Implementation Date:* August 27, 2018

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

PROGRAM SEGMENTS

| Type of Support | Level of Support | Age Range | Caseload | FTE |
|------------------------|-------------------------------|---|----------|-----|
| Itinerant | Learning Support | 9 to 12 | 14 | 0.4 |
| Locations: | | | | |
| Pine Street Elementary | An Elementary School Building | A building in which General Education programs are operated | | |

| Type of Support | Level of Support | Age Range | Caseload | FTE |
|--|-------------------------------|---|----------|-----|
| Supplemental (Less Than 80% but More Than 20%) | Learning Support | 9 to 12 | 7 | 0.6 |
| Locations: | | | | |
| Pine Street Elementary | An Elementary School Building | A building in which General Education programs are operated | | |

Program Position #14 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Class*Implementation Date:* August 27, 2018**PROGRAM SEGMENTS**

| Type of Support | Level of Support | Age Range | Caseload | FTE |
|-----------------------|--------------------------|---|----------|-----|
| Itinerant | Learning Support | 11 to 12 | 14 | 0.4 |
| Locations: | | | | |
| Palmyra Middle School | A Middle School Building | A building in which General Education programs are operated | | |

| Type of Support | Level of Support | Age Range | Caseload | FTE |
|--|--------------------------|---|----------|-----|
| Supplemental (Less Than 80% but More Than 20%) | Learning Support | 11 to 12 | 10 | 0.6 |
| Locations: | | | | |
| Palmyra Middle School | A Middle School Building | A building in which General Education programs are operated | | |

Program Position #15 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Class

Implementation Date: August 27, 2018

PROGRAM SEGMENTS

| Type of Support | Level of Support | Age Range | Caseload | FTE |
|-----------------------|--------------------------|---|----------|-----|
| Itinerant | Learning Support | 11 to 13 | 20 | 0.5 |
| Locations: | | | | |
| Palmyra Middle School | A Middle School Building | A building in which General Education programs are operated | | |

| Type of Support | Level of Support | Age Range | Caseload | FTE |
|--|--------------------------|---|----------|-----|
| Supplemental (Less Than 80% but More Than 20%) | Learning Support | 11 to 13 | 10 | 0.5 |
| Locations: | | | | |
| Palmyra Middle School | A Middle School Building | A building in which General Education programs are operated | | |

Program Position #16 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: August 27, 2018

PROGRAM SEGMENTS

| Type of Support | Level of Support | Age Range | Caseload | FTE |
|-----------------------|--------------------------|---|----------|-----|
| Itinerant | Learning Support | 12 to 13 | 18 | 0.5 |
| Locations: | | | | |
| Palmyra Middle School | A Middle School Building | A building in which General Education programs are operated | | |

| Type of Support | Level of Support | Age Range | Caseload | FTE |
|--|--------------------------|---|----------|-----|
| Supplemental (Less Than 80% but More Than 20%) | Learning Support | 12 to 13 | 9 | 0.5 |
| Locations: | | | | |
| Palmyra Middle School | A Middle School Building | A building in which General Education programs are operated | | |

Program Position #17 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: August 27, 2018

PROGRAM SEGMENTS

| Type of Support | Level of Support | Age Range | Caseload | FTE |
|-----------------------|--------------------------|---|----------|-----|
| Itinerant | Learning Support | 12 to 14 | 18 | 0.5 |
| Locations: | | | | |
| Palmyra Middle School | A Middle School Building | A building in which General Education programs are operated | | |

| Type of Support | Level of | Age Range | Caseload | FTE |
|-----------------|----------|-----------|----------|-----|
|-----------------|----------|-----------|----------|-----|

| | Support | | | |
|--|--------------------------|---|---|-----|
| Supplemental (Less Than 80% but More Than 20%) | Learning Support | 12 to 14 | 8 | 0.5 |
| Locations: | | | | |
| Palmra Middle School | A Middle School Building | A building in which General Education programs are operated | | |

Program Position #18 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Class*Implementation Date:* August 27, 2018**PROGRAM SEGMENTS**

| Type of Support | Level of Support | Age Range | Caseload | FTE |
|-----------------------|--------------------------|---|----------|-----|
| Itinerant | Learning Support | 13 to 14 | 17 | 0.5 |
| Locations: | | | | |
| Palmyra Middle School | A Middle School Building | A building in which General Education programs are operated | | |

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

Program Position #19 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Class*Implementation Date:* August 27, 2018**PROGRAM SEGMENTS**

| Type of Support | Level of Support | Age Range | Caseload | FTE |
|-----------------------|--------------------------|---|----------|-----|
| Itinerant | Learning Support | 13 to 14 | 13 | 0.6 |
| Locations: | | | | |
| Palmyra Middle School | A Middle School Building | A building in which General Education programs are operated | | |

| Type of Support | Level of Support | Age Range | Caseload | FTE |
|--|--------------------------|---|----------|-----|
| Supplemental (Less Than 80% but More Than 20%) | Learning Support | 13 to 15 | 3 | 0.4 |
| Locations: | | | | |
| Palmyra Middle School | A Middle School Building | A building in which General Education programs are operated | | |

Program Position #20 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION**

Type: Class

Implementation Date: August 27, 2018

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

PROGRAM SEGMENTS

| Type of Support | Level of Support | Age Range | Caseload | FTE |
|-----------------------|--------------------------|---|----------|------|
| Itinerant | Emotional Support | 11 to 13 | 2 | 0.15 |
| Locations: | | | | |
| Palmyra Middle Schooo | A Middle School Building | A building in which General Education programs are operated | | |

| Type of Support | Level of Support | Age Range | Caseload | FTE |
|--|--------------------------|---|----------|-----|
| Supplemental (Less Than 80% but More Than 20%) | Learning Support | 12 to 13 | 12 | 0.7 |
| Locations: | | | | |
| Palmyra Middle School | A Middle School Building | A building in which General Education programs are operated | | |

| Type of Support | Level of Support | Age Range | Caseload | FTE |
|--|--------------------------|---|----------|------|
| Supplemental (Less Than 80% but More Than 20%) | Emotional Support | 11 to 13 | 2 | 0.15 |
| Locations: | | | | |
| Palmyra Middle School | A Middle School Building | A building in which General Education programs are operated | | |

Program Position #21 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: August 27, 2018

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

PROGRAM SEGMENTS

| Type of Support | Level of Support | Age Range | Caseload | FTE |
|--|-------------------------------|---|----------|------|
| Supplemental (Less Than 80% but More Than 20%) | Learning Support | 14 to 18 | 15 | 0.75 |
| Locations: | | | | |
| Palmyra High School | A Senior High School Building | A building in which General Education programs are operated | | |

| Type of Support | Level of Support | Age Range | Caseload | FTE |
|---------------------|-------------------------------|---|----------|------|
| Itinerant | Learning Support | 14 to 18 | 10 | 0.25 |
| Locations: | | | | |
| Palmyra High School | A Senior High School Building | A building in which General Education programs are operated | | |

Program Position #22 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Class*Implementation Date:* August 27, 2018*Justification:* Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.**PROGRAM SEGMENTS**

| Type of Support | Level of Support | Age Range | Caseload | FTE |
|--|-------------------------------|---|----------|-----|
| Supplemental (Less Than 80% but More Than 20%) | Learning Support | 14 to 19 | 8 | 0.5 |
| Justification: Caseload reflects age range variance, but during instruction, the age-range will not exceed the limit; Age-range variance waver signed by parents | | | | |
| Locations: | | | | |
| Palmyra High School | A Senior High School Building | A building in which General Education programs are operated | | |

| Type of Support | Level of Support | Age Range | Caseload | FTE |
|--|-------------------------------|---|----------|-----|
| Itinerant | Learning Support | 14 to 19 | 20 | 0.5 |
| Justification: Caseload reflects age range variance, but during instruction, the age-range will not exceed the limit; Age-range variance waver signed by parents, as needed. | | | | |
| Locations: | | | | |
| Palmyra High School | A Senior High School Building | A building in which General Education programs are operated | | |

Program Position #23 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Class*Implementation Date:* August 27, 2018*Justification:* Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.**PROGRAM SEGMENTS**

| Type of Support | Level of Support | Age Range | Caseload | FTE |
|--|-------------------------------|---|----------|-----|
| Supplemental (Less Than 80% but More Than 20%) | Emotional Support | 14 to 19 | 6 | 0.4 |
| Justification: Caseload reflects age range variance, but during instruction, the age-range will not exceed the limit; Age-range variance waver signed by parents, as needed. | | | | |
| Locations: | | | | |
| Palmyra High School | A Senior High School Building | A building in which General Education programs are operated | | |

| Type of Support | Level of Support | Age Range | Caseload | FTE |
|--|----------------------|---------------------------------------|----------|-----|
| Itinerant | Emotional Support | 14 to 19 | 16 | 0.4 |
| Justification: Caseload reflects age range variance, but during instruction, the age-range will not exceed the limit; Age-range variance waver signed by parents, as needed. | | | | |
| Locations: | | | | |
| Palmyra High | A Senior High School | A building in which General Education | | |

| | | | | |
|--------|----------|-----------------------|--|--|
| School | Building | programs are operated | | |
|--------|----------|-----------------------|--|--|

| Type of Support | Level of Support | Age Range | Caseload | FTE |
|--|-------------------------------|---|----------|-----|
| Supplemental (Less Than 80% but More Than 20%) | Learning Support | 15 to 19 | 3 | 0.2 |
| Locations: | | | | |
| Palmyra High School | A Senior High School Building | A building in which General Education programs are operated | | |

Program Position #24 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: August 27, 2018

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

PROGRAM SEGMENTS

| Type of Support | Level of Support | Age Range | Caseload | FTE |
|---|-------------------------------|---|----------|-----|
| Itinerant | Learning Support | 6 to 10 | 14 | 0.4 |
| Justification: Caseload reflects age range variance, but during instruction, the age-range will not exceed the limit; Age-range variance waiver signed by parents | | | | |
| Locations: | | | | |
| Pine Street Elementary | An Elementary School Building | A building in which General Education programs are operated | | |

| Type of Support | Level of Support | Age Range | Caseload | FTE |
|--|-------------------------------|---|----------|-----|
| Supplemental (Less Than 80% but More Than 20%) | Learning Support | 7 to 9 | 9 | 0.6 |
| Locations: | | | | |
| Pine Street Elementary | An Elementary School Building | A building in which General Education programs are operated | | |

Program Position #25 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: August 27, 2018

PROGRAM SEGMENTS

| Type of Support | Level of Support | Age Range | Caseload | FTE |
|--|--------------------------|---|----------|-----|
| Supplemental (Less Than 80% but More Than 20%) | Learning Support | 13 to 14 | 8 | 0.7 |
| Locations: | | | | |
| Palmyra Middle school | A Middle School Building | A building in which General Education programs are operated | | |

| Type of Support | Level of Support | Age Range | Caseload | FTE |
|-----------------|-------------------|-----------|----------|-----|
| Itinerant | Emotional Support | 13 to 14 | 1 | 0.1 |

| | | | | |
|-----------------------|--------------------------|---|--|--|
| Locations: | | | | |
| Palmyra Middle School | A Middle School Building | A building in which General Education programs are operated | | |

| Type of Support | Level of Support | Age Range | Caseload | FTE |
|--|--------------------------|---|----------|-----|
| Supplemental (Less Than 80% but More Than 20%) | Emotional Support | 13 to 14 | 2 | 0.2 |
| Locations: | | | | |
| Palmyra Middle School | A Middle School Building | A building in which General Education programs are operated | | |

Program Position #26 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: August 27, 2018

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

PROGRAM SEGMENTS

| Type of Support | Level of Support | Age Range | Caseload | FTE |
|--|-------------------------------|---|----------|-----|
| Itinerant | Learning Support | 14 to 19 | 23 | 0.7 |
| Justification: Caseload reflects age range variance, but during instruction, the age-range will not exceed the limit; Age-range variance waver signed by parents, as needed. | | | | |
| Locations: | | | | |
| Palmyra High School | A Senior High School Building | A building in which General Education programs are operated | | |

| Type of Support | Level of Support | Age Range | Caseload | FTE |
|--|-------------------------------|---|----------|-----|
| Supplemental (Less Than 80% but More Than 20%) | Learning Support | 14 to 19 | 5 | 0.3 |
| Justification: Caseload reflects age range variance, but during instruction, the age-range will not exceed the limit; Age-range variance waver signed by parents, as needed. | | | | |
| Locations: | | | | |
| Palmyra High School | A Senior High School Building | A building in which General Education programs are operated | | |

Program Position #27 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: August 27, 2018

PROGRAM SEGMENTS

| Type of Support | Level of Support | Age Range | Caseload | FTE |
|---------------------|-------------------------------|---|----------|-----|
| Itinerant | Learning Support | 14 to 18 | 20 | 0.7 |
| Locations: | | | | |
| Palmyra High School | A Senior High School Building | A building in which General Education programs are operated | | |

| Type of Support | Level of Support | Age Range | Caseload | FTE |
|--|-------------------------------|---|----------|-----|
| Supplemental (Less Than 80% but More Than 20%) | Learning Support | 14 to 18 | 4 | 0.3 |
| Locations: | | | | |
| Palmyra High School | A Senior High School Building | A building in which General Education programs are operated | | |

Program Position #28 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: August 27, 2018

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

PROGRAM SEGMENTS

| Type of Support | Level of Support | Age Range | Caseload | FTE |
|---------------------|-------------------------------|---|----------|-----|
| Itinerant | Learning Support | 14 to 18 | 26 | 0.8 |
| Locations: | | | | |
| Palmyra High School | A Senior High School Building | A building in which General Education programs are operated | | |

| Type of Support | Level of Support | Age Range | Caseload | FTE |
|--|-------------------------------|---|----------|-----|
| Supplemental (Less Than 80% but More Than 20%) | Learning Support | 14 to 18 | 2 | 0.2 |
| Locations: | | | | |
| Palmyra High School | A Senior High School Building | A building in which General Education programs are operated | | |

Program Position #29 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: August 27, 2018

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

PROGRAM SEGMENTS

| Type of Support | Level of Support | Age Range | Caseload | FTE |
|--|-------------------------------|---|----------|-----|
| Itinerant | Speech and Language Support | 6 to 20 | 50 | 1 |
| Justification: The speech therapist works in four buildings. She does not combine high school, middle school and elementary students in the same sessions. | | | | |
| Locations: | | | | |
| Forge Road Elem, Palmyra Middle School, Palmyra High School | An Elementary School Building | A building in which General Education programs are operated | | |

Program Position #30 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION*Type:* Class*Implementation Date:* August 27, 2018

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

PROGRAM SEGMENTS

| Type of Support | Level of Support | Age Range | Caseload | FTE |
|---|-------------------------------|---|----------|-----|
| Supplemental (Less Than 80% but More Than 20%) | Life Skills Support | 15 to 20 | 5 | 0.3 |
| Justification: Due to students remaining in school beyond the traditional 4 years, the age-range exceeds the guidelines. Parents agreed to age range waiver as indicated on the IEPs. | | | | |
| Locations: | | | | |
| Palmyra High School | A Senior High School Building | A building in which General Education programs are operated | | |

| Type of Support | Level of Support | Age Range | Caseload | FTE |
|---|-------------------------------|---|----------|-----|
| Full-Time Special Education Class | Life Skills Support | 14 to 20 | 10 | 0.7 |
| Justification: Due to students remaining in school beyond the traditional 4 years, the age-range exceeds the guidelines. Parents agreed to age range waiver as indicated on the IEPs. | | | | |
| Locations: | | | | |
| Palmyra High School | A Senior High School Building | A building in which General Education programs are operated | | |

Program Position #31 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Class*Implementation Date:* August 27, 2018

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

PROGRAM SEGMENTS

| Type of Support | Level of Support | Age Range | Caseload | FTE |
|---|-------------------------------|---|----------|-----|
| Itinerant | Speech and Language Support | 5 to 11 | 55 | 1 |
| Justification: Caseload reflects age range variance, but during instruction, the age-range will not exceed the limit; Age-range variance waiver signed by parents, as needed. | | | | |
| Locations: | | | | |
| Lingle Avenue Elementary | An Elementary School Building | A building in which General Education programs are operated | | |

Program Position #32 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Class*Implementation Date:* August 27, 2018

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

PROGRAM SEGMENTS

| Type of Support | Level of Support | Age Range | Caseload | FTE |
|---|-------------------------------|---|----------|-----|
| Itinerant | Speech and Language Support | 5 to 11 | 56 | 1 |
| Justification: The speech therapist works in small group or individually and does not meet with students outside age range. | | | | |
| Locations: | | | | |
| Pine Street Elementary, Northside Elementary School | An Elementary School Building | A building in which General Education programs are operated | | |

Program Position #33 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: August 27, 2018

PROGRAM SEGMENTS

| Type of Support | Level of Support | Age Range | Caseload | FTE |
|--|--------------------------|---|----------|-----|
| Supplemental (Less Than 80% but More Than 20%) | Life Skills Support | 12 to 14 | 4 | 0.2 |
| Locations: | | | | |
| Palmyra Middle School | A Middle School Building | A building in which General Education programs are operated | | |

| Type of Support | Level of Support | Age Range | Caseload | FTE |
|-----------------------------------|--------------------------|---|----------|-----|
| Full-Time Special Education Class | Life Skills Support | 11 to 14 | 8 | 0.8 |
| Locations: | | | | |
| Palmyra Middle School | A Middle School Building | A building in which General Education programs are operated | | |

Program Position #34 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class and Position

Implementation Date: August 28, 2017

PROGRAM SEGMENTS

| Type of Support | Level of Support | Age Range | Caseload | FTE |
|---------------------|-------------------------------|---|----------|-----|
| Itinerant | Learning Support | 14 to 18 | 13 | 0.3 |
| Locations: | | | | |
| Palmyra High School | A Senior High School Building | A building in which General Education programs are operated | | |

| Type of Support | Level of Support | Age Range | Caseload | FTE |
|--|------------------|-----------|----------|-----|
| Supplemental (Less Than 80% but More Than 20%) | Learning Support | 14 to 18 | 15 | 0.7 |

| | | | | |
|---------------------|-------------------------------|---|--|--|
| Locations: | | | | |
| Palmyra High School | A Senior High School Building | A building in which General Education programs are operated | | |

Program Position #35 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Class*Implementation Date:* August 28, 2017**PROGRAM SEGMENTS**

| Type of Support | Level of Support | Age Range | Caseload | FTE |
|---------------------|-------------------------------|---|----------|-----|
| Itinerant | Learning Support | 14 to 18 | 22 | 0.7 |
| Locations: | | | | |
| Palmyra High School | A Senior High School Building | A building in which General Education programs are operated | | |

| Type of Support | Level of Support | Age Range | Caseload | FTE |
|--|-------------------------------|---|----------|-----|
| Supplemental (Less Than 80% but More Than 20%) | Learning Support | 14 to 18 | 2 | 0.3 |
| Locations: | | | | |
| Palmyra High School | A Senior High School Building | A building in which General Education programs are operated | | |

Program Position #36 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Class and Position*Implementation Date:* August 28, 2017**PROGRAM SEGMENTS**

| Type of Support | Level of Support | Age Range | Caseload | FTE |
|---|-------------------------------|---|----------|-----|
| Itinerant | Autistic Support | 5 to 11 | 15 | 0.8 |
| Justification: Student serves students at multiple grade levels; instructional groupings do not exceed 3 years. | | | | |
| Locations: | | | | |
| Various Across the District | An Elementary School Building | A building in which General Education programs are operated | | |

| Type of Support | Level of Support | Age Range | Caseload | FTE |
|---------------------|-------------------------------|---|----------|-----|
| Itinerant | Autistic Support | 15 to 18 | 1 | 0.2 |
| Locations: | | | | |
| Palmyra High School | A Senior High School Building | A building in which General Education programs are operated | | |

Program Position #37 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Class*Implementation Date:* August 28, 2017**PROGRAM SEGMENTS**

| Type of Support | Level of Support | Age Range | Caseload | FTE |
|---------------------|-------------------------------|---|----------|-----|
| Itinerant | Learning Support | 18 to 19 | 9 | 0.2 |
| Locations: | | | | |
| Palmyra High School | A Senior High School Building | A building in which General Education programs are operated | | |

Program Position #38 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: August 27, 2018

PROGRAM SEGMENTS

| Type of Support | Level of Support | Age Range | Caseload | FTE |
|-----------------------------------|-------------------------------|---|----------|-----|
| Full-Time Special Education Class | Autistic Support | 5 to 7 | 6 | 1 |
| Locations: | | | | |
| Lingle Elementary | An Elementary School Building | A building in which General Education programs are operated | | |

Program Position #39 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: August 27, 2018

Explain any unchecked boxes for facilities questions: The teacher provides half-day instruction at a home given to the special education program by the Londonderry Village. This allows the district to teach and reinforce skills in a real-home setting. The district operates a program in collaboration with OVR.

PROGRAM SEGMENTS

| Type of Support | Level of Support | Age Range | Caseload | FTE |
|---|-------------------------------|---|----------|-----|
| Full-Time Special Education Class | Life Skills Support | 15 to 20 | 4 | 0.5 |
| Justification: Due to students remaining in school beyond the traditional 4 years, the age-range exceeds the guidelines. Parents agreed to age range waiver as indicated on the IEPs. | | | | |
| Locations: | | | | |
| Palmyra High School | A Senior High School Building | A building in which General Education programs are operated | | |

Program Position #40 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class and Position

Implementation Date: August 28, 2017

PROGRAM SEGMENTS

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

| | | | | |
|--|----------|-----------------------|--|--|
| | Building | programs are operated | | |
|--|----------|-----------------------|--|--|

Program Position #41 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Class and Position*Implementation Date:* August 28, 2017**PROGRAM SEGMENTS**

| Type of Support | Level of Support | Age Range | Caseload | FTE |
|--|--------------------------|---|----------|-----|
| Supplemental (Less Than 80% but More Than 20%) | Learning Support | 11 to 13 | 8 | 0.7 |
| Locations: | | | | |
| Palmyra Middle School | A Middle School Building | A building in which General Education programs are operated | | |

| Type of Support | Level of Support | Age Range | Caseload | FTE |
|-----------------------|--------------------------|---|----------|-----|
| Itinerant | Emotional Support | 11 to 13 | 3 | 0.1 |
| Locations: | | | | |
| Palmyra Middle School | A Middle School Building | A building in which General Education programs are operated | | |

| Type of Support | Level of Support | Age Range | Caseload | FTE |
|--|--------------------------|---|----------|-----|
| Supplemental (Less Than 80% but More Than 20%) | Emotional Support | 11 to 13 | 4 | 0.2 |
| Locations: | | | | |
| Palmyra Middle School | A Middle School Building | A building in which General Education programs are operated | | |

Special Education Support Services

| Support Service | Location | Teacher FTE |
|------------------------------|-------------------------------|-------------|
| Supervisor Special Education | All levels/buildings | 1 |
| Social Worker | All levels/buildings | 1 |
| Administrative Assistant | Pine Street Elementary School | 1 |
| Psychologists | All level/buildings | 3 |
| Paraeducators | All levels/buildings | 29 |
| Special Education Consultant | All levels/buildings | 1 |
| Director of Pupil Services | All levels/buildings | 0.8 |

Special Education Contracted Services

| Special Education Contracted Services | Operator | Amt of Time per |
|---------------------------------------|----------|-----------------|
|---------------------------------------|----------|-----------------|

| | | Week |
|--|--------------------|-------------|
| Therabilities - Occupational Therapy & Physical Therapy | Outside Contractor | 5 Days |
| Job Trainer | Intermediate Unit | 5 Days |
| Instruction in the Home teacher | Intermediate Unit | 5 Hours |
| Occupational Therapy/Physical Therapy/Speech & Language Services | Intermediate Unit | 5 Days |
| Deaf & Hard of Hearing - IU15 | Intermediate Unit | 135 Minutes |
| Deaf & Hard of Hearing - IU13 | Intermediate Unit | 6.25 Hours |
| Blind/Vision Support Services | Intermediate Unit | 3.6 Hours |

Needs Assessment

Record School Patterns

Question:

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

What other information do you still need to assess?

Answer:

First and foremost, the schools within the Palmyra Area School District are demonstrating student growth and student achievement. School Performance Profiles (SPP) consist of two schools above 90 and the remaining four schools above 80 demonstrates student and staff success. Attendance rates at all schools are high as is the graduation rate consistently at a high level. At the elementary school level scores in third and fourth grade appear to be consistently higher than in the fifth grade and this needs to be investigated further. With respect to systemic challenges, the following patterns are evident.

- Establish a system within the schools that fully ensures professional development is focused, strategic and implemented with fidelity.
- Establish a system within the schools that fully ensures the consistent implementation of effective instructional practices across all classrooms.
- Establish a system within the schools that fully ensures consistent implementation of standards aligned curricula across all classrooms for all students.
- Establish a system within the schools that fully ensures school staff members consistently use standards aligned assessment to monitor student achievement and adjust instructional practice.

District Accomplishments

Accomplishment #1:

Palmyra Area High School School Performance Profile (SPP) scores of 90.80, 94.20, 95.20, 97.50, 97.20 from 2012-2017.

Accomplishment #2:

Facility renovation or construction at Palmyra Area High School (2007), Pine Street Elementary School (2009), Lingle Avenue Elementary School (2012), Palmyra Area Middle School 2018, Forge Road Elementary School 2018.

Accomplishment #3:

Bond refinancings resulting into hundreds of thousands of dollars in savings.

Accomplishment #4:

Expansion of AP course offerings at the Palmyra Area High School.

Accomplishment #5:

Graduation rates exceeding Every Student Succeeds Act requirements and far exceeding state averages.

Accomplishment #6:

2018 National Merit Scholar

Accomplishment #7:

One-to-One iPad implementation at Palmyra Area Middle School commencing in 2017-18.

Accomplishment #8:

Email infrastructure upgrade to cloud completed in June 2018.

Accomplishment #9:

Pine Street Elementary School SPP score of 91.20 in 2016-2017.

Accomplishment #10:

Lingle Avenue Elementary School SPP scores of 94.60, 94.20 and 96.90 in 2012-13, 2013-14 and 2015-16 respectively.

Accomplishment #11:

Dual Enrollment through various post-secondary institutions have increased (HACC, Johns Hopkins, Lebanon Valley College, Penn State, et. al.

Accomplishment #12:

One-to-One Macbook Air implementation commenced in 2018-2019.

Accomplishment #13:

Four of six school buildings approved and operational for school-based counseling through PA Counseling.

Accomplishment #14:

Incorporation of specific STEM courses at the elementary, middle school and high school levels.

Accomplishment #15:

The Palmyra Area School District achievement and growth data is much higher than state averages while, at the same time maintaining some of the lowest per pupil expenditures in the Commonwealth.

District Concerns**Concern #1:**

As with all school district's, PASD must continue to prepare students for STEM-based skills and workplace readiness.

Concern #2:

The District maintains a need to review and implement a K-12 Comprehensive Literacy Plan.

Concern #3:

PASD, like other local education agencies in the Commonwealth, are seeing significant increases to the quantity and breadth of mental and emotional needs of students.

Concern #4:

Equip students and teachers with access to 21st Century tools to enhance and extend learning for all students.

Concern #5:

Performance levels of sub-groups appears to be flat and overall performance levels are flat at or slightly above 80%.

Prioritized Systemic Challenges

Systemic Challenge #1 (*Guiding Question #4*) Establish a district system that fully ensures high quality curricular assets (e.g. model curricula, learning progressions, units, lesson plans, and content resources) aligned with state standards and fully accessible to teachers and students.

Aligned Concerns:

As with all school district's, PASD must continue to prepare students for STEM-based skills and workplace readiness.

The District maintains a need to review and implement a K-12 Comprehensive Literacy Plan.

Performance levels of sub-groups appears to be flat and overall performance levels are flat at or slightly above 80%.

Systemic Challenge #2 (*Guiding Question #3*) Establish a district system that fully ensures staff members in every school use standards aligned assessments to monitor student achievement and adjust instructional practices.

Aligned Concerns:

The District maintains a need to review and implement a K-12 Comprehensive Literacy Plan.

Performance levels of sub-groups appears to be flat and overall performance levels are flat at or slightly above 80%.

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

Aligned Concerns:

PASD, like other local education agencies in the Commonwealth, are seeing significant increases to the quantity and breadth of mental and emotional needs of students.

Performance levels of sub-groups appears to be flat and overall performance levels are flat at or slightly above 80%.

Systemic Challenge #4 (*Guiding Question #2*) Establish a district system that fully ensures the consistent implementation of effective instructional practices across all classrooms in each school.

Aligned Concerns:

As with all school district's, PASD must continue to prepare students for STEM-based skills and workplace readiness.

The District maintains a need to review and implement a K-12 Comprehensive Literacy Plan.

Equip students and teachers with access to 21st Century tools to enhance and extend learning for all students.

Performance levels of sub-groups appears to be flat and overall performance levels are flat at or slightly above 80%.

District Level Plan

Action Plans

Goal #1: Students will effectively use literacy skills necessary in real world/real life situations.

Related Challenges:

- Establish a district system that fully ensures staff members in every school use standards aligned assessments to monitor student achievement and adjust instructional practices.
- Establish a district system that fully ensures high quality curricular assets (e.g. model curricula, learning progressions, units, lesson plans, and content resources) aligned with state standards and fully accessible to teachers and students.
- Establish a district system that fully ensures barriers to student learning are addressed in order to increase student achievement and graduation rates.
- Establish a district system that fully ensures the consistent implementation of effective instructional practices across all classrooms in each school.

Indicators of Effectiveness:

Type: Annual

Data Source: District literacy assessments; PSSA results; Keystone Literature results

Specific Targets: 90% proficiency

Strategies:

Consistency of Instruction

Description:

Teachers will institute a consistent approach to literacy instruction, which will effectively align to standards.

SAS Alignment: None selected

Literacy Expectations Across Content Areas

Description:

Expectations for literacy instruction in all content areas will be established.

SAS Alignment: None selected

*New Program Enhancement***Description:**

Teachers will effectively implement the resources of newly selected literacy programs K-8.

SAS Alignment: None selected

*PA Comprehensive Literacy Plan***Description:**

Staff and community representatives will create and implement the PA Comprehensive Literacy Plan process for the district.

SAS Alignment: None selected

Implementation Steps:*Literacy Design Collaborative***Description:**

Review/reinforce LDC components with all secondary teachers and refine accountability process.

Start Date: 7/1/2019 **End Date:** 6/30/2020

Program Area(s): Professional Education

Supported Strategies:

- Consistency of Instruction
- Literacy Expectations Across Content Areas

Walkthrough Protocol

Description:

Supervisors will establish a walkthrough protocol/look-fors focusing on literacy instruction.

Start Date: 9/1/2019 **End Date:** 5/31/2020

Program Area(s): Professional Education

Supported Strategies:

- Consistency of Instruction
- Literacy Expectations Across Content Areas
- New Program Enhancement
- PA Comprehensive Literacy Plan

Transition Discussions/Coordination

Description:

Leadership will develop collaborative opportunities for professional dialogue between divisions/levels in order to strengthen curricular design and delivery.

Start Date: 7/1/2019 **End Date:** 6/30/2020

Program Area(s): Professional Education

Supported Strategies:

- Literacy Expectations Across Content Areas
- New Program Enhancement
- PA Comprehensive Literacy Plan

Assessment Plan Review

Description:

District will evaluate and redesign the district's assessment plan.

Start Date: 7/1/2019 **End Date:** 6/30/2020

Program Area(s): Professional Education

Supported Strategies:

- Literacy Expectations Across Content Areas
- PA Comprehensive Literacy Plan

Data Protocol Review

Description:

District will review and redesign the district's data protocol to enhance improvement efforts.

Start Date: 7/1/2020 **End Date:** 6/30/2021

Program Area(s): Professional Education

Supported Strategies:

- Literacy Expectations Across Content Areas
- PA Comprehensive Literacy Plan

Early Childhood Focus

Description:

District will explore ways to make connections with preschool students, families, and providers.

Start Date: 7/1/2019 **End Date:** 6/30/2020

Program Area(s): Student Services

Supported Strategies:

- PA Comprehensive Literacy Plan

Literacy Professional Development Plan

Description:

District will create a 3-year plan for the professional development opportunities for staff in the area of literacy.

Start Date: 7/1/2019 **End Date:** 6/30/2020

Program Area(s): Professional Education

Supported Strategies:

- New Program Enhancement
- PA Comprehensive Literacy Plan

Writing Continuum

Description:

District will review and redesign a K-12 writing continuum to strengthen writing expectations.

Start Date: 7/1/2020 **End Date:** 6/30/2021

Program Area(s): Professional Education

Supported Strategies:

- Literacy Expectations Across Content Areas
- PA Comprehensive Literacy Plan

Curriculum Development via C-MAP

Description:

K-5 district ELA curriculum will be developed in the C-MAP system.

Start Date: 7/1/2020 **End Date:** 6/30/2021

Program Area(s): Professional Education

Supported Strategies:

- Literacy Expectations Across Content Areas
- New Program Enhancement

Goal #2: Students will develop interpersonal skills to problem solve real world issues.

Related Challenges:

- Establish a district system that fully ensures staff members in every school use standards aligned assessments to monitor student achievement and adjust instructional practices.
- Establish a district system that fully ensures high quality curricular assets (e.g. model curricula, learning progressions, units, lesson plans, and content resources) aligned with state standards and fully accessible to teachers and students.
- Establish a district system that fully ensures barriers to student learning are addressed in order to increase student achievement and graduation rates.
- Establish a district system that fully ensures the consistent implementation of effective instructional practices across all classrooms in each school.

Indicators of Effectiveness:

Type: Annual

Data Source: Curriculum development

Specific Targets: Curriculum for implementation of STEM principles at the elementary and MS levels

Strategies:

4 C's (Collaboration, Communication, Creativity, & Critical Thinking) Infused into All Classrooms

Description:

Teachers will develop and implement instruction that incorporates the 4 C's.

SAS Alignment: None selected

STEM Curriculum Development

Description:

The district will develop a STEM curriculum framework K-12.

SAS Alignment: None selected

STEM Basics Professional Development

Description:

Professional development involving the basic premises of STEM education will be provided for all district teachers K-12.

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

Implementation Steps:

STEM Coaching

Description:

STEM Coach at elem and MS levels will work with teachers to implement STEM strategies into classroom practices.

Start Date: 9/1/2018 **End Date:** 9/1/2020

Program Area(s): Professional Education

Supported Strategies:

- 4 C's (Collaboration, Communication, Creativity, & Critical Thinking) Infused into All Classrooms
- STEM Basics Professional Development

STEM Course Development

Description:

STEM courses for upper elementary and MS will be developed to provide a basic level of knowledge for all students.

Start Date: 9/1/2018 **End Date:** 9/1/2020

Program Area(s): Educational Technology

Supported Strategies:

- STEM Curriculum Development

Carnegie Science Center training

Description:

K-12 teachers will participate in training provided by Carnegie Science Center to develop a basic level of STEM knowledge. Skills and practices will be incorporated into classroom instruction.

Start Date: 9/1/2018 **End Date:** 9/1/2021

Program Area(s): Professional Education

Supported Strategies:

- STEM Basics Professional Development

Goal #3: Students will utilize relevant technology to enhance their learning experiences.

Related Challenges:

- Establish a district system that fully ensures high quality curricular assets (e.g. model curricula, learning progressions, units, lesson plans, and content resources) aligned with state standards and fully accessible to teachers and students.
- Establish a district system that fully ensures barriers to student learning are addressed in order to increase student achievement and graduation rates.
- Establish a district system that fully ensures the consistent implementation of effective instructional practices across all classrooms in each school.

Indicators of Effectiveness:

Type: Annual

Data Source: Teacher observations

Specific Targets: Data in PA-EETP will demonstrate use of technology to engage student learning.

Strategies:

Maximum Effectiveness of 1:1 Initiatives

Description:

The district will maximize the impact of MS iPad and HS MacBook 1:1 initiatives through effective lesson design and implementation. Continued professional development in sound instructional practice pertaining to the infusion of technology as a learning tool will occur.

SAS Alignment: Assessment, Instruction, Materials & Resources

Digital Citizenship

Description:

The district will provide students with guidance regarding appropriate digital citizenship.

SAS Alignment: None selected

Schoology Utilization

Description:

Staff and students will utilize Schoology as the primary learning management system in grades 6-12.

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

Implementation Steps:

Technology Coaching

Description:

Staff will be assisted with the appropriate incorporation of technology into instruction by technology coaches.

Start Date: 9/1/2018 **End Date:** 6/30/2021

Program Area(s): Professional Education

Supported Strategies:

- Maximum Effectiveness of 1:1 Initiatives
- Schoology Utilization

*Technology Lesson Design***Description:**

Standard lessons for digital citizenship will be incorporated into each level of the organization, including the 9th grade academy/PrimeTime.

Start Date: 9/1/2019 **End Date:** 9/30/2021

Program Area(s): Educational Technology

Supported Strategies:

- Digital Citizenship

Goal #4: Students will grow socially and emotionally through the collaborative efforts of students, staff, and community.

Related Challenges:

- Establish a district system that fully ensures high quality curricular assets (e.g. model curricula, learning progressions, units, lesson plans, and content resources) aligned with state standards and fully accessible to teachers and students.
- Establish a district system that fully ensures barriers to student learning are addressed in order to increase student achievement and graduation rates.

Indicators of Effectiveness:

Type: Annual

Data Source: Staff development plan

Specific Targets: Provision of variety of staff training to address mental health concerns

Strategies:***Community Connections*****Description:**

The district will strengthen community connections via mentorships, internships, agency collaborations, etc.

SAS Alignment: None selected

Staff Effectiveness**Description:**

The district will improve staff effectiveness through professional development opportunities.

SAS Alignment: None selected

PBIS & Restorative Practices Implementation**Description:**

The schools will create PBIS systems and implement restorative practices as part of the culture/climate-building efforts.

SAS Alignment: None selected

Implementation Steps:***PBIS Training***

Description:

School-based teams will explore PBIS through professional development and collaborative work to design/implement school plans.

Start Date: 9/1/2018 **End Date:** 9/1/2020

Program Area(s): Student Services

Supported Strategies:

- Staff Effectiveness
- PBIS & Restorative Practices Implementation

*Trauma Informed Practices Training***Description:**

Staff will participate in training regarding trauma informed practices and utilize strategies to assist students.

Start Date: 8/20/2018 **End Date:** 9/1/2020

Program Area(s): Professional Education

Supported Strategies:

- Staff Effectiveness

*Agency Collaborations***Description:**

District will initiate collaborations with universities, medical professionals, local businesses, preschools, and social agencies in order to coordinate resources for students.

Start Date: 9/1/2018 **End Date:** 6/1/2022

Program Area(s): Student Services

Supported Strategies:

- Community Connections
- Staff Effectiveness

Appendix: Professional Development Implementation Step Details

| LEA Goals Addressed: | | Students will develop interpersonal skills to problem solve real world issues. | | | Strategy #1: STEM Basics Professional Development | | |
|--|----------|--|---|----|--|-----------------------|------|
| Start | End | Title | | | Description | | |
| 9/1/2018 | 9/1/2021 | Carnegie Science Center training | | | K-12 teachers will participate in training provided by Carnegie Science Center to develop a basic level of STEM knowledge. Skills and practices will be incorporated into classroom instruction. | | |
| Person Responsible | | SH | S | EP | Provider | Type | App. |
| Ass't Superintendent | | 3 | 2 | 75 | Carnegie Science Institute | College or University | No |
| Knowledge | | Basics of STEM education | | | | | |
| Supportive Research | | Incorporates inquiry, problem-solving skills, and project-based approaches | | | | | |
| Designed to Accomplish | | <p>Enhances the educator's content knowledge in the area of the educator's certification or assignment.</p> <p>Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.</p> | | | | | |
| For classroom teachers, school counselors and education specialists: | | | | | | | |
| For school and district administrators, and other educators seeking leadership | | 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 | | | | | |

roles:

academic standards.

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

| | | | |
|-----------------------------|--|---------------------------|--|
| Training Format | School Whole Group Presentation | | |
| Participant Roles | Classroom teachers Principals / Asst. Principals Supt / Ast Supts / CEO / Ex Dir School counselors | Grade Levels | Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12) |
| Follow-up Activities | Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers Creating lessons to meet varied student learning styles Peer-to-peer lesson discussion Lesson modeling with mentoring | Evaluation Methods | Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. Review of participant lesson plans |

District Level Affirmations

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

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

Affirmed by Christopher Connell on 10/31/2018

Board President

Affirmed by Lisa Brown on 10/31/2018

Superintendent/Chief Executive Officer

Special Education Affirmations

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

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

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

Affirmed by Christopher Connell on 5/1/2018

Board President

Affirmed by Lisa Brown on 4/26/2018

Superintendent/Chief Executive Officer