
Pennsylvania Department of Education

Commonwealth of Pennsylvania
Department of Education
333 Market Street
Harrisburg, PA 17126-0333

Academic Standards and Assessment Report

Wednesday, March 04, 2009

(Last approved Friday, January 09, 2009)

Entity: East Penn SD

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Educational Community

The East Penn School District is located in the Lehigh Valley's eastern Pennsylvania in the southern part of Lehigh County. The District encompasses 45.4 square miles and is composed of Alburis, Emmaus, and Macungie Boroughs and Lower Macungie and Upper Milford Townships. The school district serves students in seven elementary schools, two middle schools, and one high school. The K-12 enrollment in October 2007 was 8043 which included 3359 elementary, 1866 at the two middle schools and 2818 at the high school. There are approximately 530 faculty members.

Community Profile

The East Penn School District is located in the Lehigh Valley's metropolitan area which has a total population of a half million people. With proximity to New York City, Philadelphia, the Pocono Mountains and the New Jersey shore, East Penn is an ideal location that is experiencing residential and business growth.

Students and Programs

The K-12 enrollment in October 2007 was 8043 which included 3359 elementary, 1866 at the two middle schools and 2818 at the high school. The Pennsylvania Department of Education has projected continued growth.

East Penn is noted for its academic excellence. Of the Class of 2008, 57% are attending four-year colleges or universities, 23% are attending two-year colleges and 2% are attending business, nursing or technical schools for a total of 80% seeking higher education. Nineteen advanced placement courses and 20 honor courses are offered at the high school. There are classes for special needs students and academically gifted on all levels.

Student activities include dramatics and musical performances as well as an active club program. At the secondary level, 25 varsity and 23 junior varsity sports are offered with over one-third of the students participating.

Staff:

The East Penn staff consists of approximately 527 professional and 480 support members. Nearly 73% of the teachers hold a master degree or beyond. Another 10% has at least 24 credits in addition to their bachelor degree. In addition to attending many workshops and conferences each year, every professional employee participates in various workshops and training activities through the Employee Development Program to enhance their particular skills. Members of our professional staff are resource persons for state, national and international conferences, adjunct college professors and published writers and researchers.

Elementary

The emphasis of the elementary curriculum is on the development of mental, physical, emotional and social abilities. A strong emphasis is placed on basic skills in language arts and mathematics, but the development of independent thinking and problem solving skills is encouraged as well.

A variety of grouping strategies is employed for instructing students in language arts and mathematics. Team-teaching approaches are used in some elementary schools. Enrichment and remediation are available to meet the needs of individual students.

*Kindergarten registration: Entrance age for admission to kindergarten is 5 years old before September 12. Birth certificate and proof of immunization are required at registration. Social security numbers are requested. Vision, hearing and speech/language screening are offered as part of the kindergarten process.

*Kindergarten programming is conducted on a half-day basis. The curriculum includes reading readiness, mathematics, science, social studies, language development, art and music, physical fitness, library, opportunities for social growth and the development of good work habits.

*Elementary curriculum (grades 1-6) includes language arts, mathematics, science, social studies, health and safety, physical education, penmanship, art, vocal and instrumental music and library education. Use of computers and associated educational technology are integrated into the various subject areas.

*The PSSA are given in grades 3 to 8 and 11.

*Special education programming includes life skills, learning support and emotional support classes in grades K-6. A gifted support program is offered in grades 1-6.

*Remedial assistance in reading and mathematics is offered to students in grades 1-6.

Middle and High School

The emphasis with the instructional program is on the development of content areas skills as well as critical thinking and problem solving. Individual and small group counseling is provided to help students develop a self-awareness of their talents and interests. Additionally, counselors provide a full range of services aimed at helping students attain personal, educational and career goals.

*The Middle school curriculum includes language arts, mathematics, social studies, science, world languages, wellness/fitness, art, music, technology education, family and consumer science, keyboarding/introduction to word processing, and vocal and instrumental music. Honors level courses are offered for some subjects.

*The Senior High curriculum includes required and elective offerings in computer science, wellness/fitness, art, music, technology education, family and consumer science, driver education and vocal and instrumental music. Honors and advanced placement courses are offered in English, social studies, math, science, world languages and computer science. Additionally, the East Penn School District is a participating member of Lehigh Career and Technical Institute. Students at the high school may elect to attend the institute and pursue a large variety of program offerings.

*Special education includes an academically gifted program, as well as learning support classes, emotional support classes and life skills support classes.

*Testing in the secondary program includes the PSSA, semester exams, AP exams and PSAT/SATs.

*Co-curricular activities include clubs, intramural and interscholastic sports, plays and musicals, opportunities to participate in student government and jazz and vocal ensembles.

Mission

The East Penn School District will provide a learning environment in which students become problem solvers, collaborators, and critical thinkers.

Vision

The East Penn School District will empower students to maximize their individual potential and become lifelong learners and contributors to a global society.

Shared Values

1. We believe education is an ever-changing lifelong process and people need to view themselves as life-long learners.
2. We believe students have a shared responsibility for their own learning.
3. We believe students of today will live in a different future and we must prepare them to confront new challenges.
4. We believe the East Penn School District must continue to provide an excellent program that addresses the educational needs of all students in a safe and supportive environment.
5. We believe a commitment to continuous improvement is essential to achieve the mission of the East Penn School District.
6. We believe the collaboration between the home, the school district, and the community has a direct correlation to the quality of the educational system and the experience of each student.
7. We believe a strong foundation of experiences leads to constructively contributing citizens who understand the effects of their actions.
8. We believe that a strong and effective education system is essential to both the survival and prosperity of a democratic society.
9. We believe that the East Penn School District must manage financial assets in an efficient and effective manner that is fiscally responsible to all members of the community.

Goals

The goals identified by the Strategic Plan committee for the academic standards and assessment report section include the following:

- 1) The East Penn School District will provide a curriculum that includes a broad array of learning experiences and opportunities.

In order to meet this goal, the following objectives are identified:

a) To review and revise the curriculum that currently meets or exceeds the State standards and Chapter 4 regulations. The curriculum will reflect rigor and relevance to 21st century skills.

b) To deliver learning experiences utilizing a differentiated approach which allows for flexibility and fluidity in response to individual students needs.

- 2) The East Penn School District will encourage and promote community involvement and collaborative partnerships.

In order to meet this goal, the following objectives are identified:

a) Define, identify, and expand the community and district resources and collaborative partnerships available to enhance learning experiences in the EPSD community.

b) Promote greater communication between and among EPSD staff and community members.

c) Provide career exploration opportunities throughout the curriculum for the purpose of

introducing career choices.

d) Provide more creative opportunities for parental involvement.

5) The administrative team and teachers of the East Penn School District will regularly evaluate and enhance the comprehensive annual student assessment program.

a) Measure and compare from year to year each student's level of achievement.

8) The East Penn School District, in an effort to improve the overall vitality of the school district, will develop and implement a consistent approach to decision-making at all levels in the organization with an emphasis on internal communications.

Goal 8 is embedded in all of the objectives above.

Goal: 1. Curriculum

Description: The East Penn School District will provide a curriculum that includes a broad array of learning experiences and opportunities.

Goal: 2. Community Involvement and Partnerships

Description: The East Penn School District will encourage and promote community involvement and collaborative partnerships.

Goal: 3. Professional Education

Description: The East Penn School District will foster professional growth and provide opportunities to enhance the performance of the entire employee team, so as to be consistent with student, educator, building and district needs.

Goal: 5. Comprehensive Annual Student Assessment Program

Description: 5. The East Penn School District administrative team and teachers will regularly evaluate and enhance the comprehensive annual student assessment program.

Goal: 6. Leader in Education

Description: 6. The East Penn School District will set and achieve standards to establish our school district as a leader in education.

Goal: 7. Technology

Description: The East Penn School District will continue to research, develop, and implement its current and future technology plan to enhance student learning and foster new opportunities.

Goal: 8. Decision-making

Description: The East Penn School District in an effort to improve the overall vitality of the school district, will develop and implement a consistent approach to decision-making at all levels in the organization with an emphasis on internal communications.

Academic Standards

It is the belief of the East Penn School District that assessments are essential to good learning. Diagnostic, formative, and summative assessments provide critical information regarding student understanding of essential concepts and data from such assessments can be used to drive curriculum, instruction, and on-going assessment. Student achievement in academic standards is measured through performance on state-mandated standardized tests and through benchmark assessments administered in reading and mathematics. Data is used to monitor academic progress relative to mastery of the standards and to plan for further instructional needs and/or support.

Graduation Requirements

The East Penn School District is working to exceed the No Child Left Behind (NCLB) adequate yearly progress (AYP) benchmarks currently in place for 2008-2014.

In order to graduate from Emmaus High School, students must demonstrate achievement of the requirements for graduation established by the East Penn School District Board of School Directors. Each student must participate in and successfully complete a planned program of studies comprising of, at a minimum, twenty-one (21) credits as defined in the Program of Studies between grades 9 and 12. Credits must be completed in the following areas: (4) credits of English (one course each year); (4) credits of social studies; (3) credits of science; (3) credits of mathematics; (2) credits in arts/humanities; (.5) credit in health; (.25) credit in driver education; (.5) credit in family consumer science. Students must complete four (4) wellness/fitness courses (one each year), and one of these four must be aquatics. Any course offered within art, music, English, family and consumer science, social studies, world languages, or technology education may be used to satisfy the arts/humanities requirements. Since all students are required to complete a four-year social studies sequence, one of these courses could automatically fulfill one of the two arts/humanities requirement. Students must pass their current grade level, full year English course in order to go to the next level, full year English course. It is not possible to take two different grade level, full year English courses in the same year. All students must complete one semester of an individual computer applications course. One of the following courses will satisfy the computer applications requirement: contemporary computing; database/spreadsheet; desktop publishing; computer concepts 1; website creation/powerpoint; programming/web design; computer science (AB) A.P.; word processing, fundamentals; word processing, advanced features. In addition, students scheduled for more advanced computer courses, for which the courses listed above are prerequisites, will also be credited with the applications portion of the requirement. This will impact a small number of students - for example, a student who is scheduled to take computer concepts II or computer science A.P. will receive credit for the applications portion of the requirement.

All students must also successfully complete a graduation project by the end of their senior year. This project, involving out-of-class research, provides students with the opportunity for in-depth learning of a self-selected career pathway.

Beginning with the graduating class of 2008, students shall demonstrate proficiency in reading and mathematics on either the state assessments administered in grade 11 or 12 or local assessment aligned with academic standards and state assessments at the proficient level or better to graduate. Special education students can continue to graduate based upon IEP goals.

Students transferring into the East Penn School District who are in jeopardy of not satisfying local graduation requirements due to differences in requirements between the East Penn School District and the previous school(s) attended and/or students enrolled in approved differentiated academic programs (ADAP) are entitled to an adjustment in the graduation requirements

according to procedures established by the Superintendent/Principal.

Pending the revision of Chapter 4 regulations to implement new high-stakes high school Graduation Competency Assessments, East Penn School District will begin assessing the graduating class of 2014 with the state developed 10 Graduation Competency Assessments (GCA's) as follows: Algebra I, Algebra II, Geometry; English Composition, Literature; Biology, Chemistry; American History, World History, and Civics and Government.

In addition to the regularly scheduled opportunities for students residing within the East Penn School District, the district also provides extended learning opportunities in the summer for students with specific needs, and homebound instruction for those students with identified medical needs. The district also oversees home-school instruction for those registered students between the ages of 8 and 17 whose parents choose an alternative educational setting. Post-high school courses of study are also available for those students who have exhausted the opportunities within the EHS program of studies and who choose dual enrollment courses and/or university courses. Students residing within the East Penn School District also may attend local charter schools and/or Pennsylvania accredited cyber charter schools.

Strategic Planning Process

December 2007 to February 2008

Conduct internal and external needs assessment:

Needs were determined through the use of three survey instruments. A Parent/Guardian Survey (conducted by Futuristics Research, Inc.), Staff Survey (conducted by JB Associates) and Student Focus Discussion Groups (conducted by the Schlechty Group).

January 14, 2008

Board resolution to:

1) authorize the superintendent to undertake a revision of the strategic plan; 2) appoint internal facilitators; 3) authorize the board president to appoint two representatives to the Steering Committee; 4) ensure that the steering committee represent the entire EPSD community to the greatest possible extent; 5) establish progress on the strategic plan as a standing Board Agenda item.

Send letter to all current Steering Committee members asking if they would like to continue. East Penn Education Association and Act 93 appoint their own. Principals select one student from each grade 8, 9, 10, and 11.

East Penn Press display ad for community volunteers for the Steering Committee.

January 28, 2008

Confirmation and Board appointment of Steering Committee.

February 5 and 19, 2008 Steering Committee meetings

Initial meetings of Steering Committee—Tuesday, February 5 and February 19, 2008.

February 5 - The Superintendent of Schools, welcomed the members of the Steering Committee

and outlined the process to be followed over the course of the next seven months. He discussed the surveys that were completed by various stakeholders that impacted the direction of the strategic plan.

The internal facilitators reviewed the charge of the committee; procedures (consensus, all are equals, all ideas are important, etc.); the timeline, and the key components of the current Strategic Plan.

February 19 — The Superintendent introduced a short video entitled; “Student Vision of Today.” The members of the committee were divided into four groups. They were asked to discuss the professional journal articles that were sent to them in late January and list key concepts that should be considered when developing the strategic plan. Using the information gained from the small group discussion, work began on the Vision and Mission Statements. Finally, the committee members were asked to take time before the next meeting to review the goals and objectives of the current Strategic Plan and determine what elements should be carried over into the next plan.

March 4, 2008 Steering Committee Meeting

Steering Committee developed Belief Statements.

Using the high frequency rating developed by the group in February, the Steering Committee again broke into small groups to continue working on the Vision and Mission Statements by reviewing and discussing the Belief Statements from the previous Strategic Plan.

March 18, 2008 Steering Committee Meeting

Steering Committee voted on Vision and Mission Statements.

The suggested Vision and Mission Statements were developed as a result of the committee’s discussion during the past two meetings. By a vote of 18 Yes; 1 No the following Vision Statement was adopted:

The East Penn School District will empower students to maximize their individual potential and become lifelong learners and contributors to a global society.

By a vote of 14 Yes; 6 No, the Steering Committee adopted the following Mission Statement:

The East Penn School District will provide a learning environment in which students become problem solvers, collaborators and critical thinkers.

The committee was divided into four small groups and asked to report back to the whole committee, their work on the two Belief Statements. The committee then voted on the proposed changes/decision of each Belief Statement.

Adopted Belief Statements

1. We believe education is an ever-changing lifelong process and people need to view themselves as life-long learners. 20 Yes, 1 No
2. We believe students have a shared responsibility for their own learning. 19 Yes; 2 No
3. We believe the student of today will live in a different future and we must prepare them to confront new challenges. 21 Yes; 0 No
4. We believe the East Penn School District must continue to provide an excellent program that

addresses the educational needs of all students in a safe and supportive environment. 20 Yes; 1 No

5. We believe a commitment to continuous improvement is essential to achieve the mission of the East Penn School District. 21 Yes; 0 No

6. We believe the collaboration between the home, the school district, and the community has a direct correlation to the quality of the educational system and the experience of each student. 20 Yes; 1 No

7. We believe a strong foundation of experiences leads to constructively contributing citizens who understand the effects of their actions. 16 Yes; 5 No

8. We believe that a strong and effective educational system is essential to both the survival and prosperity of a democratic society. 20 Yes; 1 No

The members of the committee were asked to review, before the April 1st meeting, the action plans from the previous Strategic Plan and think about what should be included in the new plan.

April 1, 2008

Steering Committee Meeting

A member of the committee proposed an additional Belief Statement. It read:

We believe that the East Penn School District must set and achieve aggressive productivity improvement targets by producing measurably higher achievement in its students for each dollar it spends.

There was an extensive debate regarding the statement. Some felt the statement was too business oriented while others stated that there should be a relationship between achievement and the district spending plan. A vote was taken and the proposed statement was defeated by a vote of 3 Yes; 20 No.

The Steering Committee was divided into six groups and assigned two goals. Their charge was to modify the goal or abandon the goal completely. After extensive work, the following goals were adopted.

Adopted Goals

1. The East Penn School District will provide a curriculum that includes a broad array of learning experiences and opportunities. 22 Yes; 0 No

2. The East Penn School District will encourage and promote community involvement and collaborative partnerships. 18 Yes; 4 No

3. The East Penn School District will foster professional growth and provide opportunities to enhance the performance of the entire employee team so as to be consistent with students, educator, building and district needs.

4. The East Penn School District will maintain a healthy, safe, secure, and supportive environment in all facilities to accommodate and enhance the learning process. 22 Yes; 0 No

5. The East Penn School District administrative team and the teachers will regularly evaluate and enhance the comprehensive annual student assessment program. 22 Yes, 0 No

6. The East Penn School District will set and achieve standards to establish our school district as a leader in education. 21 Yes; 1 No

At this point, the Steering Committee agreed to stop and resume working on April 15th.

April 15, 2008

Steering Committee Meeting

The meeting began with the introduction of the new Director of Information Technology.

The committee member proposed a modified version of the previously proposed Belief Statement. It read:

We believe that the East Penn School District must manage financial assets in an efficient and effective manner that is fiscally responsible to all members of the community.

After a brief discussion a vote was taken. The 9th Belief Statement was adopted by a vote of 12 Yes and 2 No.

Three versions of Goal #3 were introduced. The following goal was adopted by a vote of 14 Yes; 0 No.

The East Penn School District will foster professional growth and provide opportunities to enhance the performance of the entire employee team so as to be consistent with student, educator, building and district needs.

Goals 7, 8 and 9 were read and after some discussion, changes were suggested and the goals were modified.

7. The East Penn School District will continue to research, develop and implement its current and future technology plan to enhance student learning and foster new opportunities. 12 Yes; 6 No

8. The East Penn School District, in an effort to improve the overall vitality of the school district, will develop and implement a consistent approach to decision making. 17 Yes; 1 No

9. The East Penn School District will develop, routinely monitor, and review a district-wide Master Plan based on demographic trends, regulations, and the overall quality of existing buildings and facilities. The plan will include a set of prioritized short and long term facility enhancement projects. 18 Yes; 0 No.

April 29, 2008 Steering Committee Meeting

The Educational Technology Sub-Committee, led by the Director of Information and Technology, shared the sub-committee's work with the Steering Committee, by reviewing the objectives that were related to Goals: 2, 3, 4, 5, 6, 7, and 8.

The Special Education Sub-Committee, led by the Special Education Supervisor for the Middle Level, shared the sub-committee's work with the Steering Committee, by reviewing the objectives that were related to Goals: 1, 2, 3, 5, 6, 7, and 8.

A Steering Committee member questioned why a gifted education component was not addressed in the plan. One of the internal facilitators said she would contact PDE to find out where the gifted and talented objectives should be placed in the plan.

May 21, 2008 Steering Committee Meeting

The Special Education Sub-committee, led by the Supervisor for the Middle Level, presented the report for Gifted Education.

The Teacher Induction Sub-committee, led by the Director of Curriculum and Instruction, presented the report. Objectives related to Goals 3, 6 and 8 were shared.

May 28, 2008 Steering Committee Meeting

The Professional Education Sub-committee report, led by the Director of Curriculum and Instruction, presented the report. Objectives related to Goals 2, 3, 6, 7, and 8 were shared.

May 29, 2008

The Special Education Report was submitted to the Pennsylvania Department of Education.

June 3, 2008**Steering Committee Meeting**

The Academic Standards and Assessment Sub-committee report was presented by the Director of Curriculum and Instruction. Objectives related to Goals 1, 2, 3, 5, were shared.

The Student Services Sub-committee report was presented by the Director of Pupil Personnel Services. Objectives related to Goals 1, 2, 3, and 4 were shared.

June 10, 2008**Steering Committee Meeting**

Objectives related to Goals 8 and 9 were presented by the Superintendent of Schools. Steering Committee members will continue to review the plans as they are submitted to the Pennsylvania Department of Education.

The Steering Committee will meet periodically to review the progress of the work done to implement the Plan.

July 2, 2008

The Special Education Plan was approved by the Pennsylvania Department of Education.

July 14, 2008

The East Penn Board of School Directors approved the 2008-2014 Strategic Plan Vision, Mission, and Belief Statements.

July 25, 2008 to August 25, 2008

Public review of the final drafts of all Plans. Plans were available on the East Penn School District website.

September 8, 2008

School Board approved the 2008-14 Strategic Plan.

September 25, 2008

Strategic Plan submitted to the Pennsylvania Department of Education

Strategic Planning Committee

Name	Affiliation	Membership Category	Appointed By
Beth Fair	East Penn School District	Ed Specialist - Instructional Technology	East Penn School District
Beth Witte	East Penn School District	Secondary School Teacher	East Penn School Board
Brent Ohl	East Penn School District	Secondary School Teacher	East Penn School Board
Bruce Denmead	East Penn School District	Secondary School Teacher	East Penn School District
Cheryl Wetzel	Early Educator	Administrator	East Penn School District

Claudia Shulman	East Penn School District	Administrator	East Penn School District
Daniel Bonstein	Mier Insurance Company	Business Representative	East Penn School Board
Daniel Fox	East Penn School District	Ed Specialist - School Counselor	East Penn School District
Debra Keeler	East Penn School District	Middle School Teacher	East Penn School District
Donna Brown	Adult with Children in EPSD	Parent	East Penn School Board
Fran Jones Evers	East Penn School District	Business Representative	East Penn School District
Francee Fuller	East Penn School District	Board Member	East Penn School Board
Francine Confer	East Penn School District	Elementary School Teacher	East Penn School Board
Glen Cheney	Adult without Children in EPSD	Other	East Penn School Board
James Lancsek	Lower Macungie Township	Business Representative	East Penn School Board
James Reitnour	Retiree	Other	East Penn School Board
Janet Spence	East Penn School District	Secondary School Teacher	East Penn School Board
Janice Hoffman	East Penn School District	Administrator	East Penn School District
Jennifer Hertwig	East Penn School District	Parent	East Penn School District
Jennifer Tyma	Adult of EPSD Graduate	Other	East Penn School Board
Karen Sharkazy	East Penn School District	Secondary School Teacher	East Penn School Board
Katherine Kieres	East Penn School District	Administrator	East Penn School Board
Kristen Campbell	East Penn School District	Administrator	East Penn School District
Larry Wingard	Retiree	Other	East Penn School Board
Liane Domitrovitsch	East Penn School District	Elementary School Teacher	East Penn School District
Linda Delvernois	East Penn School District	Administrator	East Penn School District
Lygia Bellis	Adult of EPSD Graduate	Other	East Penn School Board
Marc Dobbs	East Penn School District	Middle School Teacher	East Penn School District

Maria McNabb	East Penn School District - Support Staff	Other	East Penn School Board
Mary Stegura	East Penn School District - Student	Other	East Penn School Board
Nicholas Vassallo	East Penn School District - Student	Other	East Penn School Board
Peter Kolman	East Penn School District	Secondary School Teacher	East Penn School Board
Peter Schutzler	East Penn School District	Administrator	East Penn School District
Rachel Gladys	East Penn School District - Student	Other	East Penn School Board
Rebecca Visintainer	East Penn School District - Student	Other	East Penn School Board
Robert Oberle	East Penn School District	Business Representative	East Penn School Board
Ronald Renaldi	East Penn School District	Administrator	East Penn School Board
Sarah Modo	East Penn School District - Student	Other	East Penn School Board
Seth Flanders	Adult with Children in EPSD	Community Representative	East Penn School Board
Sonia Parks	East Penn School District - Support Staff	Other	East Penn School Board
Stephanie Schwab	East Penn School District	Secondary School Teacher	East Penn School District
Susan Kowalchuck	East Penn School District	Board Member	East Penn School Board
Thomas Gable	East Penn School District - Support Staff	Other	East Penn School Board
Wally Vinovskis	Adult with children in non-public school	Other	East Penn School Board

Goals, Strategies and Activities

Goal: 1. Curriculum

Description: The East Penn School District will provide a curriculum that includes a broad array of learning experiences and opportunities.

Strategy: Deliver learning experiences utilizing a differentiated approach which allows for flexibility and fluidity in response to individual student needs.

Description:

Activity: Continue to provide appropriate instructional supports for students.

Description: Instructional coaches and support personnel will be utilized to support the instruction in classrooms, as needed.

Person Responsible Timeline for Implementation Resources

Claudia Shulman Start: 1/1/2009 -
 Finish: Ongoing

Status: Not Started — Overdue

Activity: Continue to provide support and time for professional collaboration to foster greater use of differentiated instructional teaching strategies.

Description: Through building level activities, such as grade level meetings, team meetings, subject or department meetings, or faculty meetings, collaboration will be fostered in an effort to promote greater use of differentiated instructional teaching strategies.

Person Responsible Timeline for Implementation Resources

Claudia Shulman Start: 1/1/2009 -
 Finish: Ongoing

Status: Not Started — Overdue

Activity: Encourage greater inter-disciplinary collaboration.

Description: Through the use of teams at the middle level, professional learning communities throughout the district, department, grade-level, and subject leaders, interdisciplinary collaboration is facilitated.

Person Responsible Timeline for Implementation Resources

Claudia Shulman Start: 1/1/2009 -
 Finish: Ongoing

Status: Not Started — Overdue

Activity: Increase integration of technology across curricular areas.

Description: Through the professional development program, conferences, and faculty meetings, activities will focus on the integration of technology.

Person Responsible Timeline for Implementation Resources

Claudia Shulman Start: 9/2/2008 -
 Finish: 7/1/2014

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
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3.00	1	200
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Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
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East Penn School District and	• School Entity	Approved
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Carbon Lehigh
Intermediate Unit

- Intermediate Unit

Knowledge and Skills

Use and integration of technology into classroom instruction.

Research and Best Practices

The content reflects a focus on differentiating instruction to meet diverse learning styles of students. Content also reflects a commitment to incorporating 21st century skills into all curricular areas.

Designed to Accomplish

For classroom teachers, school counselors and education specialists:

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

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

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

Educator Groups Which Will Participate in this Activity

Role	Grade Level	Subject Area
<ul style="list-style-type: none"> • Classroom teachers • Principals / asst. principals • School counselors • Other educational specialists 	<ul style="list-style-type: none"> • Early childhood (preK-grade 3) • Middle (grades 6-8) • Elementary (grades 2-5) • High school (grades 9-12) 	<ul style="list-style-type: none"> • Reading, Writing, Speaking & Listening • Science and Technology • Arts & Humanities • Civics and Government • Environment and Ecology • Health, Safety and Physical Education • World Languages • Kindergarten Early Learning Standards • Mathematics • History • Career Education and Work • Economics

- Family and Consumer Sciences
- Geography

Follow-up Activities

Evaluation Methods

- Creating lessons to meet varied student learning styles
 - Lesson modeling with mentoring
- Participant survey

Status: Not Started — Overdue

Activity: Increase real life applications in instructional delivery.

Description: Utilize the community involvement committee to identify resources and collaborative partnerships within the East Penn School District community. Through building level activities, such as grade level meetings, team meetings, subject/department meetings, and faculty meetings, these resources and partnerships will be shared and promoted.

Person Responsible Timeline for Implementation Resources

Claudia Shulman Start: 1/1/2009 -
 Finish: Ongoing

Status: Not Started — Overdue

Activity: Provide professional development for teachers to become familiar with characteristics used to identify the needs of diverse learners, including academic and social/emotional needs.

Description: Through the professional development program, conferences, and faculty meetings, activities focused on the identification and needs of diverse learners.

Person Responsible Timeline for Implementation Resources

Claudia Shulman Start: 9/2/2008 -
 Finish: 7/1/2014

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
3.00	1	100
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status

East Penn School District
and Carbon Lehigh
Intermediate Unit

- School Entity
- Intermediate Unit

Approved

Knowledge and Skills

Knowledge of needs and characteristics of diverse learners; skills related to classroom management to meet the needs of diverse learners.

Research and Best Practices

Identification of diverse learning styles and subsequent appropriate instructional techniques with attention to intervention for struggling students and enrichment for the more capable student.

Designed to Accomplish

For classroom teachers, school counselors and education specialists:

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

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

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

Educator Groups Which Will Participate in this Activity

Role	Grade Level	Subject Area
<ul style="list-style-type: none">• Classroom teachers• Principals / asst. principals• School counselors• Other educational specialists	<ul style="list-style-type: none">• Early childhood (preK-grade 3)• Middle (grades 6-8)• Elementary (grades 2-5)• High school (grades 9-12)	<ul style="list-style-type: none">• Reading, Writing, Speaking & Listening• Kindergarten Early Learning Standards• Mathematics

Follow-up Activities

- Creating lessons to meet varied student learning styles
- Lesson modeling with mentoring

Evaluation Methods

- Participant survey

Status: Not Started — Overdue

Strategy: Review and revise curriculum and assessments.

Description:

Activity: Collaborate by department/subject area to map curriculum and revise appropriately.
Description: Department chairs and subject grade-level leaders work collaboratively with the curriculum and instruction department to review and revise curriculum on a cyclical basis, typically every 5-7 years.

Person Responsible Timeline for Implementation Resources

Claudia Shulman Start: 1/1/2009 -
 Finish: Ongoing

Status: Not Started — Overdue

Strategy: Review and revise the curriculum that currently meets or exceeds the State standards and Chapter 4 regulations. The curriculum will reflect rigor and relevance to 21st century skills.

Description:

Activity: Include formative/summative assessments and incorporate data to guide decision-making.

Description: Faculty members will develop formative/summative assessments - both individually and departmentally. These assessments will be analyzed and the information will guide decision-making.

Person Responsible Timeline for Implementation Resources

Claudia Shulman Start: 1/1/2009 -
 Finish: Ongoing

Status: Not Started — Overdue

Activity: Integrate technology throughout the curriculum to provide more varied learning experiences and opportunities.

Description: Teachers will be encouraged to investigate/integrate various technologies as part of the goal of providing students with more varied learning experiences and opportunities.

Person Responsible Timeline for Implementation Resources

Claudia Shulman Start: 1/1/2009 -
 Finish: Ongoing

Status: Not Started — Overdue

Activity: Review and revise curriculum and assessments systematically.

Description: Collaborate by department/subject area to map curriculum and to revise appropriately.

Person Responsible Timeline for Implementation Resources

Claudia Shulman Start: 1/1/2009 -
 Finish: Ongoing

Status: Not Started — Overdue

Activity: Establish a school-community connection.

Description: Establish a process for connecting the student with community resources; provide opportunities for further career exploration through visitations, job-shadowing, internships, etc.

Person Responsible Timeline for Implementation Resources

Claudia Shulman	Start: 1/1/2009 Finish: Ongoing	-
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Status: Not Started — Overdue

Strategy: Provide more creative opportunities for parental involvement.

Description:

Activity: Create additional opportunities for parental involvement.

Description: Provide workshops and informational meetings for parents. For those unable to attend, utilize available technology, such as the EPSD website, podcasts/vodcasts, local TV access, etc.; utilize existing parent advisory parent advisory councils/parent teacher organizations to create a framework for providing parents with engagement opportunities at all grade levels. These organizations will be responsible for implementing and sustaining the process.

Person Responsible Timeline for Implementation Resources

Claudia Shulman	Start: 1/1/2009 Finish: Ongoing	-
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Status: Not Started — Overdue

Goal: 3. Professional Education

Description: The East Penn School District will foster professional growth and provide opportunities to enhance the performance of the entire employee team, so as to be consistent with student, educator, building and district needs.

Strategy: Continue to provide opportunities for professional development through the Professional Development Institute Program.

Description:

Activity: Provide a framework for workshops or activities for faculty and support staff that enhances knowledge skills, attitudes, and beliefs that foster a learning community that positively impacts student learning.

Description: The Professional Development Institute program provides professional learning opportunities for teachers that align with Act 48 regulations. The foundation that supports the District's PDI program for 2008-14 is built on the No Child Left Behind Act, the PA Academic Standards, and research best teaching/learning practices. The PDI program will allow the maximum time for teacher choice of professional development activities. Workshops offered will reflect a variety of learning configurations and scheduling opportunities. These offerings and scheduling will be reviewed by the members of the PDI voluntary steering committee/Employee Development Advisory team on an annual basis, per Act 48 regulations.

Person Responsible Timeline for Implementation Resources

Claudia Shulman	Start: 9/2/2008 Finish: 7/1/2014	-
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Professional Development Activity Information

Number of Hours Per Session

3.00

Total Number of Sessions Per School Year

200

Estimated Number of Participants Per Year

590

Organization or Institution Name

East Penn School District
and Carbon Lehigh
Intermediate Unit

Type of Provider

- School Entity
- Intermediate Unit

Provider's Department of Education Approval Status

Approved

Knowledge and Skills

Instructional strategies to meet the needs of diverse learners; data analysis skills; curriculum/content development; assessment analysis and development.

Research and Best Practices

All professional development opportunities are based on research based best teaching/learning practices. All curriculum content is aligned to state and national standards. Formative and summative assessments are developed according to research based practice and analyzed to reflect alignment to district, state, and national standards with a focus on improving student learning.

Designed to Accomplish

For classroom teachers, school counselors and education specialists:

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

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

- Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional

education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.

- Provides leaders with the ability to access and use appropriate data to inform decision-making.
- Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.
- Instructs the leader in managing resources for effective results.

Educator Groups Which Will Participate in this Activity

Role	Grade Level	Subject Area
<ul style="list-style-type: none"> • Classroom teachers • Principals / asst. principals • School counselors • Other educational specialists 	<ul style="list-style-type: none"> • Early childhood (preK-grade 3) • Middle (grades 6-8) • Elementary (grades 2-5) • High school (grades 9-12) 	<ul style="list-style-type: none"> • Reading, Writing, Speaking & Listening • Science and Technology • Arts & Humanities • Civics and Government • Environment and Ecology • Health, Safety and Physical Education • World Languages • Kindergarten Early Learning Standards • Mathematics • History • Career Education and Work • Economics • Family and Consumer Sciences • Geography

Follow-up Activities

- Team development and sharing of content-area lesson implementation outcomes, with

Evaluation Methods

- Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.
- Student PSSA data
- Standardized student assessment data other than the PSSA
- Classroom student assessment data

- involvement of administrator and/or peers
- Analysis of student work, with administrator and/or peers
- Creating lessons to meet varied student learning styles
- Peer-to-peer lesson discussions
- Lesson modeling with mentoring
- Journaling and reflecting
- Participant survey
- Review of participant lesson plans
- Review of written reports summarizing instructional activity
- Portfolio

Status: Not Started — Overdue

Activity: Reflect goals of educators and support staff at district and building levels through the PDI program.

Description: Gather and evaluate student data to determine the professional development opportunities needed to enhance student learning. Maintain the procedure for assessing the needs of educators and support staff at building and district levels. Provide activities that promote best teaching/learning practices and/or specific job skills. Provide professional development opportunities/activities that reflect 21st century skills, including the integration of technology into instruction. Provide opportunities through the PDI program offerings for participation by parents, community members, and students, when appropriate. Include bus drivers and other sub-contracted/non-district employees in employee training activities, when appropriate. Include support staff in building staff meetings, employee development activities, and district-wide employee development days, when appropriate.

Person Responsible	Timeline for Implementation	Resources
Claudia Shulman	Start: 9/2/2008 Finish: 7/1/2014	-
Professional Development Activity Information		
Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
3.00	200	775
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
East Penn School District and Carbon Lehigh Intermediate Unit	<ul style="list-style-type: none"> • School Entity • Intermediate Unit • Individual 	Approved
Knowledge and Skills	Research and Best Practices	Designed to Accomplish

Instructional strategies to meet the needs of diverse learners; data analysis skills; curriculum/content development; assessment analysis and development.

Job related skills for support staff, including administrative assistants, bus drivers, maintenance, food service, and sub-contracted, non-district employees, when appropriate.

All professional development opportunities are based on research based best teaching/learning practices. All curriculum content is aligned to state and national standards. Formative and summative assessments are developed according to research based practice and analyzed to reflect alignment to district, state, and national standards with a focus on improving student learning.

For classroom teachers, school counselors and education specialists:

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

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

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

teaching and learning,
with an emphasis on
learning.

- Instructs the leader in managing resources for effective results.

Educator Groups Which Will Participate in this Activity

Role	Grade Level	Subject Area
<ul style="list-style-type: none"> • Classroom teachers • Principals / asst. principals • School counselors • Other educational specialists 	<ul style="list-style-type: none"> • Early childhood (preK-grade 3) • Middle (grades 6-8) • Elementary (grades 2-5) • High school (grades 9-12) 	<ul style="list-style-type: none"> • Reading, Writing, Speaking & Listening • Science and Technology • Arts & Humanities • Civics and Government • Environment and Ecology • Health, Safety and Physical Education • World Languages • Kindergarten Early Learning Standards • Mathematics • History • Career Education and Work • Economics • Family and Consumer Sciences • Geography

Follow-up Activities

- Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers
- Analysis of student work, with administrator and/or peers
- Creating lessons to meet varied student learning styles
- Peer-to-peer lesson discussions
- 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.
- Student PSSA data
- Standardized student assessment data other than the PSSA
- Classroom student assessment data
- Participant survey
- Review of participant lesson plans
- Review of written reports summarizing instructional activity
- Portfolio
- Job performance eval (Support staff members are evaluated for performance of job-related skills.)

Knowledge of the East Penn School District procedures, policies, curriculum, assessment plans, instructional practices, building/district/community goals and expectations. Relationships will be cultivated between new teacher and colleagues to facilitate the professional maturation of each inductee.

Research indicates that the success and retention of new teachers is directly correlated to support provided during the initial year(s) of employment. This support includes providing each new teacher with a mentor/induction support teacher, as well as a structured ongoing program that addresses specific topics and individual needs.

Accomplish

For classroom teachers, school counselors and education specialists:

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

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

- Empowers leaders to create a culture

of teaching and learning, with an emphasis on learning.

Educator Groups Which Will Participate in this Activity

Role	Grade Level	Subject Area
<ul style="list-style-type: none">• Classroom teachers• School counselors• Other educational specialists	<ul style="list-style-type: none">• Early childhood (preK-grade 3)• Middle (grades 6-8)• Elementary (grades 2-5)• High school (grades 9-12)	<ul style="list-style-type: none">• Reading, Writing, Speaking & Listening• Science and Technology• Arts & Humanities• Civics and Government• Environment and Ecology• Health, Safety and Physical Education• World Languages• Kindergarten Early Learning Standards• Mathematics• History• Career Education and Work• Economics• Family and Consumer Sciences• Geography

Follow-up Activities

- Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers
- Analysis of student work, with administrator and/or peers
- Creating lessons to meet varied student learning styles
- Peer-to-peer lesson discussions
- 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.
- Classroom student assessment data
- Participant survey
- Review of participant lesson plans

- Journaling and reflecting

Status: Not Started — Overdue

Activity: Foster growth and development of the new teacher or educational specialist in mastering and refining effective teaching skills.

Description: Provide professional development that encourages self-reflection based on student performance analysis and constructive feedback from parents, teachers, and administrators. Documentation of self-reflection will be provided through journal writings and other self-assessment practices. Establish a tiered, multi-year new teacher induction program.

Person Responsible	Timeline for Implementation	Resources
Claudia Shulman	Start: 9/2/2008 Finish: 7/1/2014	-

Professional Development Activity Information		
Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
2.00	15	30
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
East Penn School District	<ul style="list-style-type: none"> • School Entity 	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Analysis of data; decision-making; analysis of student performance; differentiated instruction to meet the needs of students; ability to elicit feedback from students, parents, teachers, counselors, administrators to drive instructional practice; utilize self-reflection practices to improve instruction.	Self-reflection promotes professional growth and is based on research indicating the positive impact of self-reflecting teaching.	<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> • Enhances the educator's <u>content knowledge</u> in the area of the educator's certification or assignment. • Increases the educator's <u>teaching skills</u> based on research on effective practice, with attention given to interventions for struggling students. • Provides educators with a variety of

- classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.
- Empowers educators to work effectively with parents and community partners.

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

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

Educator Groups Which Will Participate in this Activity

Role	Grade Level	Subject Area
<ul style="list-style-type: none"> Classroom teachers School counselors Other educational specialists 	<ul style="list-style-type: none"> Early childhood (preK-grade 3) Middle (grades 6-8) Elementary (grades 2-5) High school (grades 9-12) 	<ul style="list-style-type: none"> Reading, Writing, Speaking & Listening Science and Technology Arts & Humanities Civics and Government Environment and Ecology Health, Safety and Physical Education World Languages Kindergarten Early Learning Standards Mathematics History Career Education and Work Economics Family and Consumer Sciences Geography

Follow-up Activities

- Team development and sharing

Evaluation Methods

- Classroom observation focusing on factors such

- | | |
|--|--|
| <p>of content-area lesson implementation outcomes, with involvement of administrator and/or peers</p> <ul style="list-style-type: none"> • Analysis of student work, with administrator and/or peers • Creating lessons to meet varied student learning styles • Peer-to-peer lesson discussions • Lesson modeling with mentoring • Journaling and reflecting | <p>as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.</p> <ul style="list-style-type: none"> • Classroom student assessment data • Participant survey • Review of participant lesson plans |
|--|--|

Status: Not Started — Overdue

Activity: Provide an induction program that is structured to adapt to the needs of the new teacher or educational specialist.

Description: All mentors or support teachers must be experienced, tenured professionals who have received satisfactory ratings on their annual evaluations. The new teacher and mentor or induction support teacher will work in the same building and at the same type of assignment, if possible. An orientation program will be held prior to the start of the school year for new teachers and their mentors. This orientation is required for all professional staff who are new to the district. Evaluations of individual sessions, as well as mid-year and end-of-year assessments, will be conducted to determine the needs of participants. A district induction team will meet annually to evaluate, analyze, and refine the induction program. The district induction team led by Director of C & I will include teachers/educational specialists, and administrators. Upon successful completion of the first year, documentation will be forwarded to PDE as verification that the induction state requirement has been met. At the conclusion of EPSP required induction program, new teachers or educational specialists will be awarded a certificate of completion.

Person Responsible	Timeline for Implementation	Resources
Claudia Shulman	Start: 9/2/2008 Finish: 7/1/2014	-
Professional Development Activity Information		
Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
2.00	48	60
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
East Penn School District	• School Entity	Approved
Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Analysis of data; decision-making;	Self-reflection promotes	<i>For classroom teachers,</i>

analysis of student performance; differentiated instruction to meet the needs of students; ability to elicit feedback from students, parents, teachers, counselors, administrators to drive instructional practice; utilize self-reflection practices to improve instruction.

professional growth and is based on research indicating the positive impact of self-reflecting teaching.

school counselors and education specialists:

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

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

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

Educator Groups Which Will Participate in this Activity

Role	Grade Level	Subject Area
<ul style="list-style-type: none"> • Classroom teachers • School counselors • Other educational specialists 	<ul style="list-style-type: none"> • Early childhood (preK-grade 3) • Middle (grades 6-8) • Elementary (grades 2-5) 	<ul style="list-style-type: none"> • Reading, Writing, Speaking & Listening • Science and Technology • Arts & Humanities

- High school (grades 9-12)
- Civics and Government
- Environment and Ecology
- Health, Safety and Physical Education
- World Languages
- Kindergarten Early Learning Standards
- Mathematics
- History
- Career Education and Work
- Economics
- Family and Consumer Sciences
- Geography

Follow-up Activities

- Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers
- Analysis of student work, with administrator and/or peers
- Creating lessons to meet varied student learning styles
- Peer-to-peer lesson discussions
- Lesson modeling with mentoring
- Journaling and reflecting

Evaluation Methods

- Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.
- Classroom student assessment data
- Participant survey
- Review of participant lesson plans

Status: Not Started — Overdue

Activity: Provide ongoing professional development, exclusive of the district evaluation system, in a collaborative and supportive environment.

Description: Establish a building level professional support system. This support system will be facilitated by the building induction team, which should include the principal, the mentors, induction support teachers, inductees, and other support people. It is recommended that the building induction team meet quarterly.

Person Responsible

Claudia Shulman

Timeline for Implementation

Start: 9/2/2008
Finish: 7/1/2014

Resources

-

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
1.00	4	70
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
East Penn School District	<ul style="list-style-type: none"> School Entity 	Approved

Knowledge and Skills

Analysis of data; decision-making; analysis of student performance; differentiated instruction to meet the needs of students; ability to elicit feedback from students, parents, teachers, counselors, administrators to drive instructional practice; utilize self-reflection practices to improve instruction.

Research and Best Practices

Self-reflection promotes professional growth and is based on research indicating the positive impact of self-reflecting teaching.

Designed to Accomplish

For classroom teachers, school counselors and education specialists:

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

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

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

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

Educator Groups Which Will Participate in this Activity

Role	Grade Level	Subject Area
<ul style="list-style-type: none">• Classroom teachers• Principals / asst. principals• School counselors• Other educational specialists	<ul style="list-style-type: none">• Early childhood (preK-grade 3)• Middle (grades 6-8)• Elementary (grades 2-5)• High school (grades 9-12)	<ul style="list-style-type: none">• Reading, Writing, Speaking & Listening• Science and Technology• Arts & Humanities• Civics and Government• Environment and Ecology• Health, Safety and Physical Education• World Languages• Kindergarten Early Learning Standards• Mathematics• History• Career Education and Work• Economics• Family and Consumer Sciences• Geography

Follow-up Activities

- Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers
- Analysis of student work, with administrator and/or peers
- Creating lessons to meet varied student learning styles
- Peer-to-peer lesson discussions
- Lesson modeling with mentoring
- Journaling and reflecting

Evaluation Methods

- Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.
- Student PSSA data
- Standardized student assessment data other than the PSSA
- Classroom student assessment data
- Participant survey
- Review of participant lesson plans
- Review of written reports summarizing instructional activity
- Portfolio

Status: Not Started — Overdue

Activity: Provide the new teacher or educational specialist with an understanding of effective teaching skills, as well as policies and procedures required to meet district and building expectations.

Description: Provide resources that define policies and procedures in regard to district and building expectations. Provide professional development focused on best practices and research based instructional strategies to meet the needs of diverse learners. Provide embedded professional development by modeling and mentoring activities focused on classroom and time management skills.

Person Responsible

Claudia Shulman

Timeline for Implementation

Start: 9/2/2008
Finish: 7/1/2014

Resources

-

Professional Development Activity Information

Number of Hours Per Session

2.00

Total Number of Sessions Per School Year

48

Estimated Number of Participants Per Year

60

Organization or Institution Name

East Penn School District

Type of Provider

- School Entity

Provider's Department of Education Approval Status

Approved

Knowledge and Skills

Analysis of data; decision-making; analysis of student performance; differentiated instruction to meet the needs of students; ability to elicit feedback from students, parents, teachers, counselors, administrators to drive instructional practice; utilize self-reflection practices to improve instruction.

Research and Best Practices

New teacher induction opportunities are based on research based best teaching/learning practices to meet the needs of diverse learners. It also provides embedded professional development by modeling and mentoring activities focused on classroom and time management skills. Best practices in new teacher induction and mentoring are reinforced by Pennsylvania's induction requirement for Level I certification.

Designed to Accomplish

For classroom teachers, school counselors and education specialists:

- Enhances the educator's content knowledge in the area of the educator's certification or assignment.
- Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.
- Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use

- data in instructional decision-making.
- Empowers educators to work effectively with parents and community partners.

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

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

Educator Groups Which Will Participate in this Activity

Role	Grade Level	Subject Area
<ul style="list-style-type: none"> • Classroom teachers • School counselors • Other educational specialists 	<ul style="list-style-type: none"> • Early childhood (preK-grade 3) • Middle (grades 6-8) • Elementary (grades 2-5) • High school (grades 9-12) 	<ul style="list-style-type: none"> • Reading, Writing, Speaking & Listening • Science and Technology • Arts & Humanities • Civics and Government • Environment and Ecology • Health, Safety and Physical Education • World Languages • Kindergarten Early Learning Standards • Mathematics • History • Career Education and Work • Economics • Family and Consumer Sciences

- Geography

Follow-up Activities

- Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers
- Analysis of student work, with administrator and/or peers
- Creating lessons to meet varied student learning styles
- Peer-to-peer lesson discussions
- Lesson modeling with mentoring
- Journaling and reflecting

Evaluation Methods

- Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.
- Classroom student assessment data
- Participant survey
- Review of participant lesson plans

Status: Not Started — Overdue

Activity: Provide training for mentors in topics and skills critical to the success of the new teacher or educational specialist.

Description: Prior to being considered as a mentor, each new mentor will be required to successfully complete an EPSD mentor training program that will focus on skills and strategies necessary to assist the new teacher or educational specialist in his/her commitment to excellence in the District. The selection of mentors will be a collaborative decision between principals and the C & I Office. Training for the mentor teacher will emphasize such topics as: a commitment to the teaching profession and service to children; the use of a variety of instructional classroom organization and grouping techniques; evidence of success in teaching students of varied instructional levels; a willingness to give special attention to students with diverse needs; evidence of instructional leadership; ability to communicate positively with peers, parents, and students; a familiarity with current literature/research on effective schools and effective teaching.

Person Responsible

Claudia Shulman

Timeline for Implementation

Start: 9/2/2009
Finish: 7/1/2014

Resources

-

Professional Development Activity Information

Number of Hours Per Session

3.00

Total Number of Sessions Per School Year

4

Estimated Number of Participants Per Year

30

Organization or Institution Name

Type of Provider

Provider's Department of Education Approval Status

Knowledge and Skills

Adult learning styles; confidentiality; relationship building; review of procedures and policies; classroom management; coaching skills; instructional leadership skills; communication skills.

Research and Best Practices

Research indicates that providing a new teacher with the ongoing support of an exemplary, experienced mentor teacher directly correlates to success and retention in the teaching profession.

Designed to Accomplish

For classroom teachers, school counselors and education specialists:

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

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

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

Educator Groups Which Will Participate in this Activity

Role

- Classroom teachers
- School counselors
- Other educational specialists

Grade Level

- Early childhood (preK-grade 3)
- Middle (grades 6-8)
- Elementary (grades 2-5)
- High school (grades 9-12)

Follow-up Activities

- Peer-to-peer lesson discussions
- Lesson modeling with mentoring
- Journaling and reflecting

Evaluation Methods

- Participant survey
- Review of written reports summarizing instructional activity

Status: Not Started — Upcoming

Goal: 5. Comprehensive Annual Student Assessment Program

Description: 5. The East Penn School District administrative team and teachers will regularly evaluate and enhance the comprehensive annual student assessment program.

Strategy: Measure and compare annually each student's level of achievement.

Description:

Activity: Assessment Analysis Procedures and Decision-Making

Description: Incorporate technology in order to make the data readily available, manageable, and usable for all stakeholders; develop strategies and methods to communicate each student's academic progress; use student assessment data to determine the need for support or enhancement of instruction.

Person Responsible **Timeline for Implementation** **Resources**

Claudia Shulman	Start: 1/1/2009 Finish: Ongoing	-
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Status: Not Started — Overdue

Activity: EPSD Assessment Program

Description: The EPSD assessment program includes state and local assessments. At the elementary level the assessment program includes fluency probes, reading and math series assessments, PSSA reading, math, and writing, and the Developmental Reading Assessment. At the middle level the assessment program includes PSSA reading, math, and writing, common assessments in core content areas, benchmark assessments. At the high school the assessment program includes PSSA reading, math, and writing, benchmark assessments, semester exams, advanced placement assessments, as prescribed, and scholastic aptitude tests, as appropriate.

Person Responsible **Timeline for Implementation** **Resources**

Claudia Shulman	Start: 1/1/2009 Finish: Ongoing	-
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Status: Not Started — Overdue

Strategy: Student Achievement Assessment Plans

Description:

Activity: Collaborative analysis of assessment results

Description:

Person Responsible **Timeline for Implementation** **Resources**

Denise Torma	Start: 1/1/2009 Finish: Ongoing	-
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Status: Not Started — Overdue

Goal: 6. Leader in Education

Description: 6. The East Penn School District will set and achieve standards to establish our school district as a leader in education.

Strategy: Continue to provide professional development opportunities for the professional and support staff through the Professional Development Institute Program.

Description:

Activity: Continue consistent professional development.

Description: The district's PDI Program will provide a framework of workshops/opportunities for consistency in instructional strategies/skills based on best teaching/learnig practice across grade levels and subject areas. The PDI Program will continue to provide a common language and focused areas of professional development.

Person Responsible **Timeline for Implementation** **Resources**

Claudia Shulman	Start: 1/1/2009 Finish: Ongoing	-
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Status: Not Started — Overdue

Activity: PDI Program annually updated.

Description: Members of the PDI Voluntary Steering Committee/Employee Development Advisory Team will annually review program offerings and scheduling. This process is aligned to Act 48 regulations.

Person Responsible **Timeline for Implementation** **Resources**

Claudia Shulman	Start: 1/1/2009 Finish: Ongoing	-
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Status: Not Started — Overdue

Goal: 7. Technology

Description: The East Penn School District will continue to research, develop, and implement its current and future technology plan to enhance student learning and foster new opportunities.

Strategy: Reflect the goals of educators and support staff at building and district levels to support the needs of students.

Description:

Activity: Provide technology professional development for faculty and staff through the PDI Program.

Description: Continue to provide ongoing professional development in the integration of technology into classroom teaching/learning, as a strategy to address the needs of diverse learners. Professional opportunities will also be provided for EPSD staff members to improve job competencies utilizing technology.

Person Responsible **Timeline for Implementation** **Resources**

Claudia Shulman Start: 1/1/2009 -
Finish: Ongoing

Status: Not Started — Overdue

Goal: 8. Decision-making

Description: The East Penn School District in an effort to improve the overall vitality of the school district, will develop and implement a consistent approach to decision-making at all levels in the organization with an emphasis on internal communications.

Strategy: Encourage greater inter-disciplinary collaboration.

Description: Form planning teams at each school.

Activity: Create grade level/interdisciplinary collaboration.

Description: Teachers will be encouraged to collaborate. Elementary and middle level teachers will utilize common planning time for interdisciplinary collaboration; high school is investigating the PLC model as a means of developing more interdisciplinary collaboration.

Person Responsible Timeline for Implementation Resources

Claudia Shulman Start: 1/1/2009 -
Finish: Ongoing

Status: Not Started — Overdue

Strategy: Facilitate data-informed decision-making.

Description: Planning teams will analyze data obtained from district data management system.

Activity: Foster professional learning communities.

Description: Our current PLC/Rtl district-wide committee will continue to address the implementation of PLC/Rtl at the buildings, as appropriate. These PLC's will be utilized as a means for teacher collaboration to analyze data. This analysis will be the impetus for instructional and curricular decision-making.

Person Responsible Timeline for Implementation Resources

Claudia Shulman Start: 1/1/2009 -
Finish: Ongoing

Status: Not Started — Overdue

Strategy: Improve internal communication

Description: Use district intranet to distribute key information

Activity: Establish a K-12 communication committee.

Description: This committee will determine how information will be disseminated to stakeholders utilizing a variety of tools, including technology. The committee will also refine the framework used to provide smooth transitions within EPSD and with outside entities.

Person Responsible Timeline for Implementation Resources

Denise Torma Start: 1/1/2009 -
Finish: Ongoing

Status: Not Started — Overdue

Strategy: Include formative/summative assessments to guide decision-making.

Description:

Activity: Include formative/summative assessments for decision-making.

Description: Faculty members will utilize individual and common formative/summative assessments. The analysis of the data will guide decision-making concerning curriculum development and instructional practice.

Person Responsible **Timeline for Implementation** **Resources**

Claudia Shulman	Start: 1/1/2009 Finish: Ongoing	-
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Status: Not Started — Overdue

Strategy: Measure and compare annually each student's level of achievement.

Description:

Activity: Communicate each student's academic progress.

Description: Teachers will share information with grade level and subject area colleagues.

Person Responsible **Timeline for Implementation** **Resources**

Claudia Shulman	Start: 1/1/2009 Finish: Ongoing	-
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Status: Not Started — Overdue

Activity: Incorporate technology.

Description: Utilizing a data management system, data will be readily available and usable for all stakeholders.

Person Responsible **Timeline for Implementation** **Resources**

Claudia Shulman	Start: 1/1/2009 Finish: Ongoing	-
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Status: Not Started — Overdue

Strategy: Promote greater communication between and among EPSD staff and community members.

Description:

Activity: Increase opportunities for staff/community collaboration.

Description: Establish a communication committee to determine how information will be disseminated to stakeholders utilizing a variety of tools, including technology. Refine the framework used to provide smooth transitions within EPSD and with outside educational entities.

Person Responsible **Timeline for Implementation** **Resources**

Claudia Shulman	Start: 1/1/2009	-
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Finish: Ongoing

Status: Not Started — Overdue

Strategy: Provide more creative opportunities for parental involvement.

Description:

Activity: Provide workshops and informational meetings for parents.

Description: Workshops and informational meetings will be developed for parents, when appropriate. For those unable to attend, available technology, such as the EPSD website, podcasts/vodcasts, local TV access, etc. will be utilized. Existing parent advisory councils/parent teacher organizations will be used to create a framework for providing parents with engagement opportunities at all grade levels. These organizations will be responsible for implementing and sustaining the process.

Person Responsible **Timeline for Implementation** **Resources**

Claudia Shulman	Start: 1/1/2009 Finish: Ongoing	-
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Status: Not Started — Overdue

Strategy: Reflect in the District's PDI Program the goals of educators and support staff at building and district levels.

Description:

Activity: Maintain the EPSD Voluntary Employee Development Advisory Team.

Description: The Voluntary Employee Development Advisory Team, consisting of administrators, aides, maintenance staff, food service employees, parents, and community members (aligned to Act 48 regulations), will meet annually to review and revise the Professional Development Institute Program to reflect individual educators, support staff members, building and district needs/goals. The team will analyze data from annual PDI surveys that assess the effectiveness of the program.

Person Responsible **Timeline for Implementation** **Resources**

Claudia Shulman	Start: 1/1/2009 Finish: Ongoing	-
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Status: Not Started — Overdue

Strategy: Review and revise systematically the curriculum.

Description:

Activity: Review and revise curriculum.

Description: Faculty members will collaboratively review and revise curricula - typically every 5-7 years. Curriculum mapping and data management are integral components of this process.

Person Responsible **Timeline for Implementation** **Resources**

Claudia Shulman	Start: 1/1/2009 Finish: Ongoing	-
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Status: Not Started — Overdue

Strategy: Utilize technology to collect and share assessment data for the purposes of improving instruction, revising curriculum, and tracking student progress.

Description:

Activity: Integrate technology to collect and share assessment data.

Description: A data management system will be utilized to collect and share K-12 assessment data for the purposes of improving instruction, revising curriculum, and tracking student progress.

Person Responsible Timeline for Implementation Resources

Claudia Shulman	Start: 1/1/2009 Finish: Ongoing	-
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Status: Not Started — Overdue

Measurable Annual Improvement Targets

The East Penn School District in an effort to continually improve the academic achievement of all students will do the following:

- Review and revise all academic curricula and assessments on an ongoing basis to ensure they are aligned to most current standards and assessment anchors with a focus on improving instructional practice.
- Measure and compare on an ongoing basis each student's level of achievement on state and local assessments. Teachers, principals, and central office administrators are committed to improving student achievement by analyzing student assessment results in order to plan for future instruction.
- Measure student's comprehension of the District's standards-based curriculum through focused local assessments.
- Subgroups will be targeted with instructional practices and/or interventions based on individual need.

Curriculum, Instruction and Instructional Materials

The East Penn School District is committed to developing lifelong learners, independent and creative thinkers, and problem solvers through a curriculum that is rigorous, relevant, and reflective of 21st century skills. Curriculum, instruction, and instructional materials are reviewed on a cyclical-basis, reflecting alignment and integration with the PA Academic Standards and assessment anchors. Content-specific grade-level teachers work with the curriculum and instruction K-12 supervisors and department or content leaders to map curriculum, to revise content aligned to the standards and anchors, and to select instructional materials to support the revised curriculum. The East Penn School District has a Director of Curriculum and Instruction, a supervisor of elementary curriculum, and a supervisor of secondary curriculum to oversee this important process.

This document shows the proposed plan for curriculum mapping, writing, acquiring materials, and implementing curriculum for each subject area. As a plan, it is meant to guide all of those

involved in the curriculum development and revision process.

Key:

M = Mapping curriculum and researching best practices- specifying what is being taught and should be taught in a sequenced planned K-12 course of study.

W = Writing curriculum - the process of taking the curriculum map and expanding it into the actual units reflecting the objectives, level of achievement (A=awareness, L=learning, U=understanding, and R=reinforcement), content to reach the objectives, the formative and summative evaluations, and the standards to which the unit is aligned. This process also includes a description of the course, goals for the course, pre-requisite requirements, requirements for the course, and materials/texts used for the course. As part of this process, monies are allocated in the implementation year to fund the materials/texts for the course.

I = Implementation - the process of implementing the approved curriculum by designing individual units based on essential questions, assessments to check for understanding, and planned activities to help students understand the essential concepts. Teachers use a web-based system to design and share units.

R= Reviewing curriculum - the process of reviewing the effectiveness of the written plan and updating, rearranging, or modifying, as necessary.

	Library	World	Bus.	Comp	Math	Scie.	HWF	Social	FCS	LA	Mus.	Art	TE
Year		Lang.	Comp.	Sci.				Stud.					
	K-12	6-12		9-12	K-12	K-12	K-12	K-12	6-12	K-12	K-12	K-12	6-12
08-09	W	W	W	W	M							I	I
09-	I	I	I	I	W								
10													
10-	I	I	I	I	I	M	M						
11													
11-	R	I	R	R	I	W	W	M	M				
12													
12-	R	I	R	R	R	I	I	W	W				
13													
13-	R	R	R	R	R	I	I	I	I	M	M		
14													

Assessments and Public Reporting

It is the belief of the East Penn School District that assessments are essential to good learning. Diagnostic, formative, and summative assessments provide critical information regarding student understanding of essential concepts and data from such assessments can be used to drive curriculum, instruction, and on-going assessment. Student achievement in academic standards is measured through performance on state-mandated standardized tests and through benchmark assessments administered in reading and mathematics. Data is used to monitor academic

progress relative to mastery of the standards and to plan for further instructional needs and/or support.

Student achievement is reported through a District Report Card, through a District Website, and through student progress reports, report cards and parent conferences. The East Penn School District utilizes a K-5 standards based report card, which identifies achievement relative to proficiency levels in standards for each grade. At the classroom level, teachers use diagnostic, formative, and summative assessments to determine and monitor individual student understanding and to also adjust instruction to meet student needs. These assessments provide teachers with information needed to plan and deliver differentiated instruction targeted to those student needs.

East Penn School District also uses a student progress monitoring system that was created in-house and enables administrators, teacher leaders, and instructional coaches to track student performance in order to aid in meeting the needs of the No Child Left Behind Act. Administrators, teacher leaders, and instructional coaches share this data with classroom teachers during planned PLC sessions, team meetings, planning periods, etc.

At the elementary level, common assessments are administered in reading and math for all grades, fluency probes for all grades, and Developmental Reading Assessment for Grades K-2.

At the middle level, common assessments are administered at mid-year and end-of-year in the four core content areas of Language Arts, math, science, and social studies.

At the high school, mid-term and end-of-term assessments are administered in English, math, science, social studies, World Language, Health, Family Consumer Science, and Business Education.

Targeted Assistance For Struggling Students

The East Penn School District currently offers assistance for struggling students at all grade levels with a number of different programs and instructional strategies. This academic support is provided to students identified through state assessment results as non-proficient in reading and/or math. At the elementary level, instructional support teachers (IST) and academic support aides assist classroom teachers with differentiated instruction to meet the needs of these learners. At the middle level, instructional support teachers (IST), academic support aides, literacy coaches, and math coaches assist classroom teachers in analyzing ongoing formative assessments and redesigning instruction incorporating differentiated lessons to meet the needs of these learners. 4Sight Benchmark assessments are also used at the middle level to assess and monitor progress for these identified learners. At the high school, literacy and math coaches assist classroom teachers with analyzing ongoing formative assessments/4Sight assessments and with redesigning instruction to meet the differentiated needs of these learners.

East Penn also offers an alternative education program, Learning to Succeed (LTS). It is designed to help certain students in grades 11-12, who, for various reasons, have shown that they are unable to or unwilling to succeed in a traditional school setting. LTS offers a more personal and informal atmosphere, smaller classes, a curriculum that ensures flexibility of instruction and relevancy for learning with a target of meeting the needs of each student. Each student will have the opportunity to develop his/her full potential academically, physically, creatively, and socially. Each teacher will employ non-traditional instructional activities in their classrooms.

Support for Struggling Schools

The East Penn School District building administrators annually report to the Superintendent, the School Board, and the community the status of their students' proficiencies in reading and math as designated by subgroup categories. The philosophy of the district is one of continuous assessment as a means to identify potential performance gaps. 4Sight testing data for students grades six through eleven guide building leadership teams (principals, counselors, teacher leaders, instructional coaches, and teachers) in redesigning instruction.

In addition to 4Sight data, the leadership teams analyze each year's PSSA scores in an effort to determine annual yearly progress. The Pennsylvania Value Added Assessment System (PVAAS) and E-Metric are additional resources that will be used. The PVAAS program will allow educators to project the likelihood of a student achieving a specified target performance level on future PSSA testing and will also provide a realistic measure of a school's progress over time. E-Metric provides quick, easy, and secure access to student performance results on the Pennsylvania System of Assessments (PSSA's). Reports can be generated in table or graph format and can be accessed in summary or individual student level by selecting content, aggregate levels, statistics, disaggregated groups or subgroups, and/or score variables.

Qualified, Effective Teachers and Capable Instructional Leaders

The East Penn School District is committed to providing all students with qualified, state certified, professional educators, and makes every effort to ensure that our teachers and instructional leaders are rated highly qualified under the NCLB law. The personnel records indicate that as of May 12, 2008, all teachers and instructional leaders have met the requirements for "highly qualified" status. In order to ensure continued professional growth, the East Penn School District provides a comprehensive professional development plan for all professionals and is planning to extend our existing new teacher induction plan to a three-year induction plan.

Parent and Community Participation

The East Penn School District strongly supports active involvement and participation of parents and local community members and agencies within our schools. Parent organizations meet on a regular basis and plan various events for students throughout the school year. Many parents also volunteer their time in our schools and in our extra-curricular program. Parents and community members serve on our strategic planning committee, professional education committee, and our standards and assessment committee.

Pre-Kindergarten Transition

Pre-K is presently not offered in the East Penn School District.

Utilization of Resources and Coordination of Services

Service/Resource	Description	Type
Academic Development	In the academic area, counselors work with students on their ability to acquire the attitudes, knowledge and skills that contribute to effective learning in school. This includes organizational skills, time-management, communication skills, as well as a variety of work-oriented skills, such as developing dependability, productivity	Student Services

	and initiative. Counselors work with students and their families on an individual basis to develop action plans to deal with the above issues.	
Academic Guidance	Academic guidance is offered to all students and varies according to grade level. Academic guidance activities include: course offerings, dual enrollment options, credit recovery, prerequisite requirements for course or college admissions.	Student Services
Adaptations and modifications to the physical school environment	Structural aids such as: wheelchair accessibility, trays, lavatory accommodations, wombat chairs, special seating arrangements, and environmental aides which are student specific.	Special Education
Aide support in order to attain meaningful educational benefit within all school environments.	To enable students with disabilities to be educated with non-disabled peers to the maximum extent appropriate in accordance Chapter 14.	Special Education
Alternative Education	Placements and continued liaisons.	Student Services
Assessment Services	Evaluation of students under Chapter 14 (Special Education eligibility). Functional Behavioral assessments. Interpretation of outside evaluations. Early Intervention evaluations. Evaluation of students under Chapter 16 (Gifted). Evaluation of students under Chapter 15 (Protected Handicap). Evaluation of students addressed through Rtl. Consultation with administration/professional staff.	Student Services
Assistive Technology	To assist students with the development and delivery of instruction to address diverse learning needs within all school settings. Provide student with assistive technology such as: vocal output device, alternative computer access, materials on tape, large print text.	Special Education
Building-Based Activities	Response to Intervention (Rtl) data management Staff/Parent in-service on emotional growth and development, mental health and autism Building-level Safe Schools Committee Crisis Management Q-Teams Consultation with grade-level teams	Student Services

Career Choices	<p>regarding behavioral/instructional interventions/supports TeenScreen Interventionist, Positive Behavior Support Teams Assist with universal screening activities</p>	Student Services
	<p>Career awareness is a focus at the elementary level. Initial skill development includes facing challenges, developing a work ethic and moving toward becoming an independent and life-long learner.</p>	
	<p>The middle school program takes a more in-depth approach to career exploration. The focus includes developing an awareness of personal abilities, interests and motivations to achieve future career goals with success and satisfaction. Students develop the skills to locate, evaluate and interpret career information.</p>	
	<p>At the high school level, students focus on assessing and modifying their educational plans to support their career choices. Job readiness and employability skills are emphasized through internship, mentoring, shadowing and other work experience programs. Students begin to understand that the changing work place requires life-long learning and new skills designed for the future. Every guidance counselor at the 11th grade level meets individually with each student to discuss career and/or college plans.</p>	
	<p>The guidance program in the high school assists students in becoming responsible adults who can develop plans based upon self-understanding of needs, interests and skills. Education and career plans are reviewed in accordance with student's post-graduation educational and occupational goals.</p>	
<p>The high school counselors also assist teachers in coordinating career education learning units in the classroom. The high school counselors support the program</p>		

Career Development	through college and industry visitations and through professional development.	Student Services
	<p>Magazines, Newspapers and Workbooks: Careers and Colleges, Grades 10, 11, 12 Pennsylvania Career Guide, Grades 10, 11, 12 Pennsylvania Careers, Grades 10, 11, 12 Labor Market Job Guide, Grade 12 Exploring Careers, The ASVAB Workbook, Grade 11</p>	
	<p>Speakers: Post-Secondary School Representatives, Grades 11, 12</p>	
	<p>Assessments: Self-directed Search, Grade 9 Armed Services Aptitude Battery, Grade 11</p>	
Collaboration between special education and regular education teachers to support students in the mainstream	<p>At all levels, co-teaching occurs so that students can be successful within the mainstream. In core academic classes, co-teaching occurs through the collaboration of regular and special education teachers. At the elementary level, support within the mainstream occurs with aide support for students. At the secondary level, co-teaching occurs via the two teacher model to assist those students who may need support and specially-designed instruction. Provide instructional adaptations such as: pre-teaching, errorless teaching, repeating directions, changing method of presentation, test modification, and modified curricular goals.</p>	Special Education
Community Service	<p>Special education administrators, counselors. The home and school visitor and psychologists work collaboratively with Lehigh County Mental Health/Mental Retardation to assist students identified with various disabling conditions. Many interagency meetings are held to assure that school and community services are coordinated and can wrap-around the needs of the student. Many of the services provided are due to students who have mental health issues. The</p>	Student Services

district communicates with the psychiatric departments of area hospitals and treatment centers. The district also coordinates instruction for students who are in area partial hospitalization programs, day treatment facilities and drug and/or alcohol rehabilitation facilities. Many private behavioral health organizations provide therapeutic staff support and/or behavioral specialist support for families in their homes and in the community. The school often will inform families about these services and assist in accessing these services when possible.

The guidance counselors, in conjunction with the home and school visitor, serve as the extension of families and students into the community to promote and utilize resources, which provide specialized services beyond the scope of the regular school activities. This team works with such agencies such as Children & Youth Services, Juvenile Probation, CASSP and various mental health providers to help students and families address issues that may be impeding educational success.

Community Services	MH/MR evaluations and consultation. Children & Youth Services. Probation Office. CAASP	Student Services
Consultation	Consultation with administration/professional staff. Instructional Support Teams. Student Assistance Teams. Early Intervention transition (preschool) Transition to adult life	Student Services
CONSULTATION/COORDINATION SERVICES - COUNSELING		Student Services
CONSULTATION/COORDINATION SERVICES - HEALTH SERVICES		Student Services
CONSULTATION/COORDINATION SERVICES - HOME AND SCHOOL VISITOR (SCHOOL SOCIAL WORKER)		Student Services
CONSULTATION/COORDINATION SERVICES - PSYCHOLOGICAL SERVICES		Student Services
Crisis/Threat Assessments	Evaluation for at risk students. Family/Staff support.	Student Services

	Crisis postvention of student/staff tragedy. Consultation with administration/professional staff.	
Curriculum	Elementary: Classroom-based lessons are presented to various grades/classes based on agreement among counselor, principal and Student Services Director. Career Awareness Curriculum through the Career Pathways Program. Secondary: Peer Mediation Program in 6-9th grades Career Pathways - Guidance Instruction in 6th, 7th and 8th grades. College visits for grades 10 to 12. College field trips for grades 10 to 12. PSAT/SAT preparation.	Student Services
Data Teams	These teams meet at least annually to analyze the school aggregate data and to determine if there is any system and/or school-wide action planning required assuring that all students are successful.	Student Services
DEVELOPMENTAL SERVICES - COUNSELING		Student Services
DEVELOPMENTAL SERVICES - HEALTH SERVICES		Student Services
DEVELOPMENTAL SERVICES - HOME & SCHOOL VISITOR (SCHOOL SOCIAL WORKER)		Student Services
DEVELOPMENTAL SERVICES - PSYCHOLOGICAL SERVICES		Student Services
DIAGNOSTIC/INTERVENTION SERVICES - COUNSELING		Student Services
DIAGNOSTIC/INTERVENTION SERVICES - HEALTH SERVICES		Student Services
DIAGNOSTIC/INTERVENTION SERVICES - HOME & SCHOOL VISITOR (SCHOOL SOCIAL WORKER)		Student Services
DIAGNOSTIC/INTERVENTION SERVICES - PSYCHOLOGICAL SERVICES		Student Services
District-Based Activities	Strategic Planning Committee Safe Schools Committee Assessment Committee Flight Team assistance Bully assessment TipLine for violence-free schools	Student Services

	<p>Staff training / Professional development</p> <p>Participation in policy-making committee district-wide</p> <p>Response to Intervention (Rtl)</p> <p>Steering Committee</p>	
Ethical and Legal Activities	<p>Practice with appropriate ethical, professional and legal standards</p> <p>Adhere to all Due Process guidelines</p> <p>Current with research and best practices</p>	Student Services
Group Counseling	<p>Students are referred for small group counseling on an as-needed basis. A teacher, parent, counselor or administrator can refer students. Small group topics may include: coping skills, anger management skills, social skills, study skills, children of divorce or separated parents.</p>	Student Services
IEP / Chapter 15 Teams	<p>Federal and State laws mandate that students with disabilities have teams convene at least once per year to develop individualized programs and/or to provide accommodations to students with special needs.</p> <p>Secondary counselors are an integral part of all secondary IEP meetings and 504 meetings.</p>	Student Services
Individual Counseling	<p>Students receive individual counseling on an as-needed basis for a variety of reasons. Teachers, parents, counselor, administrator or students themselves may refer directly to counselors for services or through the Student Assistance Program team members. Individual topics may include: coping strategies, peer relationships and conflict resolution, effective social skills, depression and anxiety, substance abuse education, school adjustment, decision-making skills, divorce, eating and body image concerns, individual/family/school crisis intervention and communication skills.</p>	Student Services
Individual or Group Counseling	<p>The high school counselors work with students, parents/guardians, teachers, administrators and members of the community through a program of direct and indirect services. Individual, small group, personal and crisis counseling are available to students. Consultation services concerning student behavior and academic progress are provided</p>	Student Services

Individual Student Planning

for parents/guardians, teachers and administrators. Referrals to other professionals in the school district or to agencies and institutions outside of the district are made as required or requested. The high school counselor supports the over-all educational program through consultation and committee work.

The indirect service of Career Education Curriculum includes structured developmental experiences presented through the classroom teacher. The curriculum emphasizes decision-making, self-understanding and career exploration and preparation.

Student Services

Individual Planning includes counseling activities to assist all students plan, monitor and manage their own learning as well as their personal and career development. Individual student education/career plans are developed in collaboration with parents/guardians. Individual planning uses test interpretation, advisement and the identification of career goals.

Responsive Services includes counseling, consultation and referral activities to meet the immediate needs and concerns of students. Responsive services include personal counseling, crisis counseling, agency referral and consultation for parents/guardians, teachers and other professionals.

System Support includes activities that maintain and enhance the high school guidance program. Components of system support include staff relations, committee work and professional development. Within the areas of counseling and guidance, the high school counselors enter into professional relationships with three segments of the school community: students, school staff members and parents/guardians. Consistent with the rights of the individual and the obligations of the high school counselors as a professional, the counseling relationship and resulting

	information are considered confidential Records and discussions of personal issues will be handled in a confidential manner. Records will be kept in the sole possession of the maker of the record and will not be accessible or revealed to any other person.	
Instruction Support / Child Study Teams	These teams represent the elementary, middle school and high school teams. The teams work with teachers to identify students at-risk academically due to learning, social and emotional concerns and to provide appropriate strategies and/or interventions to work with the students.	Student Services
Instructional Support Team	The guidance counselor is an integral member of the Instructional Support Team (IST). The counselor's involvement includes providing strategies to help students and parents in various areas of concerns. These areas include, but are not limited to: motivation, study skills, self-esteem, organizational skills, anger management and decision-making skills. The IST provides the student, teacher and the parents with techniques and strategies to help the child to be a more successful and productive student.	Student Services
Intervention Services	Behavioral Intervention Plans. 504 Chapter 15 accommodations. Structured observations. IEP components that provide learning/behavioral changes. Manifestation determinations. Consultation with administration/professional staff, Positive Behavior Support teams and Grade level teams.	Student Services
Mental Health	Liaison with hospitals and agencies. Coordinate after care plans. Consultation with families/therapists. Individual/Small group counseling.	Student Services
Orientation Activities	Orientation activities are provided K-12 to students and parents in an effort to assist understanding of program options, tour facilities and to introduce the staff. In addition to orienting students, the guidance staff also works with parents to guide them in understanding of academic offerings and school resources. Curriculum,	Student Services

	<p>support services and logistics are discussed at each individual level. Activities can include 9th grade parent information nights, tours of facilities for new students, individual entry conferences and review of academic and extra-curricular activities.</p>	
Personal Social Development	<p>In the personal social development area, counselors work with students at appropriate developmental levels to help them acquire the knowledge, attitudes and interpersonal skills to help them understand and respect self and others. Counselors may need to assist students in identifying and expressing feelings, distinguishing between appropriate and inappropriate behavior and identifying their own strengths, assets or areas that need to be further developed or improved. Counselors assist students in personal goal setting, decision-making and conflict resolution.</p> <p>Counselors support the many and varied characteristics that are presented in a public school setting. These can include: assisting students to overcome a variety of barriers including socio-economic difficulties, changing family structures, mental health conditions, chronic health conditions and the normal challenges facing students as they develop.</p>	Student Services
Prevention Programs	<p>Each building has prevention programs for students at risk of failing and promoting diversity, school safety or improving psychological well being.</p>	Student Services
Records	<p>It is recognized that there are many resources in the community that may be able to assist our students and their families in overcoming academic and/or social and emotional barriers to learning. The district works collaboratively with many public and private agencies. Whenever an East Penn School District staff members initiates contact with another agency, consent to exchange information is secured. This consent, which needs to be signed by the parent, follows the guidelines of the Family Educational Rights and Privacy Act (FERPA). It assures that information concerning a</p>	Student Services

	student's record will not be shared with agencies outside of school without prior parental permission.	
Research and Planning	Research and planning including behavior management programs, school improvement and evidence-based interventions.	Student Services
Social/Emotional Skills	<p>At the elementary level, the focus is on developing personal awareness, work habits and social skills necessary to be a productive member of the class as well as a productive member within the cooperative group/team structure. Elementary students develop positive attitudes towards self and others. They are encouraged to understand appropriate behaviors and consequences of decisions and choices that they make. They are encouraged and assisted in developing friendships, which allow for accepting individual differences in others. Conflict resolution skills are also addressed. Social/emotional skills are reinforced through practice to assist students in developing an awareness of what is required to be successful in an academic environment and ultimately in the work setting.</p> <p>The middle school supplements the foundation laid at the elementary school level by teaching time management, organizational skills, goal setting and learning how to balance the over-all demands of the academic program.</p> <p>At the high school, counselors assist students in understanding and developing their personal strengths, interests and aptitudes. All of this information leads to the selection of a career pathway, integrating the student's specific areas of interest. Elective choices and curricular choices are made based on the student's academic and post-secondary goals and their individual achievement levels.</p>	Student Services
Specialized supports to increase appropriate behavior and decrease disruptive behavior	Social skills instruction takes place in autistic support and emotional support programs. Behavior support plans are	Special Education

Standardized Testing	<p>implemented across all school environments. Peer support groups are used to facilitate friendships in the elementary autistic support classrooms.</p>	Student Services
STUDENT ASSISTANCE PROGRAM	<p>The Pennsylvania System of School Assessment (PSSA) for reading and mathematics is administered to students in grades 3 to 8 and 11. The Pennsylvania System of School Assessment (PSSA) for writing is administered to students in grades 5, 8 and 11. The Pennsylvania System of School Assessment (PSSA) for science is administered to students in grades 4, 8 and 11. School counselors coordinate standardized testing in cooperation with building administration and staff support. Information is sent home to parents prior to testing. Results are sent home when received from the PA Department of Education. Additional tests are given when deemed necessary. Parents interested in additional information regarding their child's results on such testing should contact the guidance counselor to arrange a conference.</p>	Student Services

The Basic Education Circular 15-1547 dated 9/1/97 reframed the mission of SAP as a systematic process using effective and accountable professional techniques to mobilize school resources to remove barriers to learning. This mission remains as the guiding force behind the SAP process today.

Since its inception in 1984, the Student Assistance Program is serving at-risk students struggling to overcome issues of alcohol or drug use, depression and/or other mental health problems that present a barrier to their education. The program's goal is to engage in the identification of a barrier, collaborate with parents, provide a referral for further evaluation if needed and link the student and his/her family to necessary school and community-based supports. The SAP team does not engage in diagnosis, referral for treatment or discipline as a means to address the issue at hand.

The SAP Program utilizes a systematic team approach by which professionals from various disciplines within the school and liaisons from community agencies work together. These professionals are trained and certified to identify barriers to learning and, in collaboration with families, strategize to refer identified students for assistance to enhance their school success.

The Student Assistance Program Model consists of four phases: 1) Referral, 2) Data Collection, 3) Intervention and Recommendation and 4) Support and Follow-Up.

During the Referral Phase, the problem behaviors are identified through an initial fact finding phase and a referral to the SAP team is made. Referrals may be initiated by any individual who has contact with the student, including peers, parents, teachers, administrators and counselors.

The SAP team gathers information from teachers and parents during the Data Collection Phase. The four domains for data to be collected are academic, behavioral, attendance and health. This data collection is accomplished through the distribution of checklists that focus on observable behavior to administrators, teachers, guidance counselors and the school nurse. Once completed and collected, the team will evaluate the findings to determine the need for the continuation of the SAP process. If it is deemed necessary that the SAP process continue, the parent/guardian of the child in question will be notified of the SAP referral and a meeting will be requested with the student and parent to discuss the SAP findings.

The next phase of the SAP process, Intervention and Recommendation, involves cooperative planning and intervention. During this phase, the parent plays an integral role as a team member and must give permission for the SAP process to continue. Together, the SAP team develops a plan that typically involves a referral to an outside agency for behavioral health assessment to determine the severity of any behavioral barriers to learning and to determine if there is a mental health drug and alcohol or co-occurring disorder. In Lehigh County, evaluation and referral services are conducted by the Adolescent Central Intake Unit. The Adolescent Central Intake Unit provides mental/behavioral health assessments, as well as D&A evaluations, to evaluate the risk level, determine the needs of the student and facilitate an appropriate referral. The Intake Unit also serves as the behavioral health liaison to SAP teams in Lehigh County, attending SAP team meetings at all middle schools and high schools in the county.

During the Support and Follow-Up Phase, the SAP team continues to work with and support the student and their family. Follow-up includes monitoring, mentoring and motivating

for academic success. This phase also includes statistical data collection.

Current Program

The East Penn School District has SAP-trained personnel that are available to help students at the secondary schools. The SAP team consists of administrators, teachers, counselors and community representatives.

Students are referred to the program by any concerned individual: peers, teachers, counselors, administrators, parents or a self-report. Concerned individuals can speak to any SAP team member in person, send an email to the SAP team or complete a referral form. SAP teams meet regularly in each secondary building. The teams follow the four-step process described by the Student Assistance Program (SAP) Guidelines.

School-based resources to address identified barriers include personal counseling, group counseling and academic assistance. Groups are offered for various topics on an as-needed basis. Topics include social skills, drug and alcohol information, bereavement, aftercare and decision-making. Groups are always co-facilitated with two trained adults.

During the 2006/07 school year, Lehigh County processed 2250 referrals to the Student Assistance Program. Of that number, 312 cases were processed in the East Penn School District.

There is a current and future need for Student Services staff and teachers to explore and receive training in an elementary SAP model. Changing student population and continued exposure to the direct and indirect consequences of drug and alcohol abuse are factors that are clearly affecting elementary students' academic achievement.

Student Assistance Program Teams

This program is designed to assist students who may have barriers to

Student Services

	<p>their learning as a result of mental health issues and/or drug and/or alcohol abuse. Traditionally a secondary-based program, the elementary level, including counselors will need to receive formal training in the elementary SAP model in the context of a changing IST and Rtl model.</p>	
Teaming	<p>There are many activities that are devoted to identifying students who may have challenges and providing them with appropriate supports and services. Through teaming the counselors are able to network with fellow professionals in channeling resources to students who require them. The teams look first to see if there is a systemic problem that needs to be addressed within the school structure. By participating in data assessment and action planning teams, school counselors can assist in developing support groups and/or make recommendations to the administration as to ways to assist student's academic, social and emotional growth.</p>	Student Services
	<p>The home and school visitor understands the influence of socioeconomic status, gender, culture, disability and sexual orientation on educational opportunities for students.</p>	Student Services
	<p>The home and school visitor understands how emphasizing student's strengths and protective factors can enhance educational success.</p>	Student Services
	<p>The home and school visitor assesses problems and determines the level of intervention needed.</p>	Student Services
	<p>The home and school visitor assists students and families to empower them to gain access to and effectively use formal and informal community resources.</p>	Student Services
	<p>The home and school visitor develops and implements comprehensive school-based and school-linked programs that promote student health and mental health.</p>	Student Services
	<p>The home and school visitor coordinates community resources that support student success.</p>	<p>Facilitates child-specific interagency/problem-solving meetings. Serve as a liaison between students, school personnel and community agencies.</p> <p>Case-management of student cases. Create positive working relationships with community-based agencies for the purpose of efficiently utilizing these services for students and their families</p>
	<p>The home and school visitor will develop and</p>	

coordinate partnerships with community agencies and services to build effective collaborative programs for students and families.

The home and school visitor will develop local coalitions to promote student success.

The home and school visitor initiates and supports activities to overcome barriers and gaps in services.

The home and school visitor provides training programs for parents, teachers, school personnel and community agency staff in areas addressing prevention, intervention and remediation factors that affect student's success in school.

The home and school visitor will work with individuals, groups and organizations that have diverse interests, but whose common purpose is to develop programs or systems of care that support and enhance the health, social and emotional well-being and safety of students.

The home and school visitor will advocate for students and their families in a variety of situations.

Mediation and conflict resolution are used both to undo the results of non-productive encounters among students, parents and school and agency personnel and to build positive, collaborative relationships.

The home and school visitor supports educational initiatives that emphasize prevention, early intervention, parent education and involvement, service integration and partnerships.

and developing the relationships required to co-locate services within the school community (Valley Youth House; Family Answers; Lehigh Valley Drug & Alcohol Intake; Private therapists; Provider 50 agencies; Lehigh County Probation; Lehigh County Office of Children & Youth; Lehigh County Office of Mental Retardation/Mental Health; Center for Humanistic Change; Providers of community services.

Provide information to school personnel and families through the Community Resource Booklet. Provide information to school personnel and families on summer activities, camps and programs. Build the school district's capacity by creating partnerships with business and community stakeholders.

Create a local coalition that will participate in a number of initiatives including truancy intervention, decreasing underage drinking and developing prevention programs at address at risk behaviors.

Communicate and collaborate with existing systems of services to address needed growth and change in current services, funding, etc.

Provide staff development regarding current community resources, eligibility and how to access services.

Continue partnership with the Center for Humanistic Change to provide parent education programs.

Continue partnership with Penn State Cooperative Extension to offer parent education programs.

Create a family guide on how to access behavioral health services.

Develop Community Resource booklet distributed to guidance counselors, psychologists and special education supervisors. Created set of instructions to accompany Medical ACCESS application

Support of the following initiatives: 1) Strengthening Families through Penn State Cooperative Extension; 2) Strong Families through Family Answers; 3) Parent education programs through the Center for Humanistic Change and Penn State

Cooperative Extension; 4) Family Intervention Program through Valley Youth House; 5) Truancy Intervention through Valley Youth House; 6) SHAPE funded by C&Y; 7) Family Intervention funded by C&Y.

The home and school visitor is knowledgeable about how family dynamics, health, wellness and mental health; and social welfare policies, programs and resources in the community affect student's success in the school environment. Student Services

The home and school visitor links students and families to community health, mental health and social services to promote student educational success. Student Services

The home and school visitor participates in the interdisciplinary team to bring home, school and community perspectives to the interdisciplinary process. Student Services

The home and school visitor uses multiple methods to gather data to assess the needs, characteristics and interactions of students, families, school personnel, individuals and groups in the neighborhood and community; and collects information to assess the biological, medical, psychological, cultural, sociological, legal and environmental factors that affect student's learning. Student Services

Interview students, family members, school personnel.
 Obtain appropriate releases to coordinate gathered information.
 Serve as liaison between students, parents, school personnel and community agencies.
 Consult with school personnel on regular basis via phone calls and informal meetings.
 Meet monthly with building level teams to provide consultative service as well as to receive student/family referrals.
 Link students/families to school and community-based resources.
 Provide students and families with information and assistance to access appropriate resources: 1) Insurance coverage for uninsured children; 2) How to access CHIP/MA; 3) Housing, material assistance, financial supports; 4) Behavioral health/therapeutic interventions; 5) Providers of services.

The home and school visitor utilizes knowledge about child development and biological factors to understand the student's ability to function effectively in school. Student Services

Consult and collaborate with school personnel to identify students who are encountering significant barriers to learning and work to link students/families to school and community-based resources
 Case-management of student cases: organizing, coordinating and sustaining activities and services designed to optimize the functioning of students and/or families

<p>The school nurse assists students, families and the school community to achieve optimal levels of wellness through appropriately designed and delivered health education.</p>	<p>Serve as liaison between students, school personnel and community agencies Provide families with information and assistance to access appropriate community-based resources (MH/MR, Medical Assistance, financial assistance, support groups, etc.) Provides age-appropriate lessons on an individual and classroom basis on health related topics, including but not confined to: personal hygiene, infection control, growth and development, drug/alcohol use and personal safety. Plans and presents health related materials to parents through materials sent home with students, school web-based links, parent/teacher meetings, school orientations and community events. Provides training to staff on health/safety related topics, including universal precautions, communicable diseases and emergency protocol. Acts as preceptor for students enrolled in accredited nursing programs. Acts as resource person for staff regarding health related materials and information</p>	<p>Student Services</p>
<p>The school nurse collaborates with members of the community in the delivery of health and social services, and utilizes knowledge of community health systems and resources to function as a school-community liaison</p>	<p>Collaborates with health care providers in the area in developing treatment plans for students and interagency cooperation. Provides health screening at community events. Collaborates with local Emergency Management personnel. Refers to appropriate health care agencies or social service providers (Examples: Sacred Heart Hearing Clinic, Shriner's Hospital, American Lung Association, Association for the Blind & Visually Impaired, Lion/Lioness Club and area Food Banks). Communicates with local government officials when health care resource is deficient or absent. Participates in statewide Health Alert Network. Participates in state-wide immunization record keeping system.</p>	<p>Student Services</p>
<p>The school nurse collaborates with other</p>	<p>Communicates with parents,</p>	<p>Student</p>

school professionals, parents and caregivers to meet the health, developmental and education needs of clients.

caregivers, health care providers and district staff within the confines of laws pertaining to confidentiality, through face-to-face meetings, telephone, e-mail, fax and written communication in order to manage health care concerns that impact the learning process. Participates in IST, IEP, 504 and SAP meetings as health care expert in the school environment. Develops Individual Health Care Plans and Emergency Care Plans, in collaboration with parents, health care providers and district staff, based on assessed need of students within the school environment and communicates this plan to appropriate personnel. Collaborates with Health/Wellness teachers to meet State Standards for health education in grades K-12. Refers to and consults with Children & Youth Protective Services as indicated by State law and in collaboration with guidance services. Consults and collaborates with Pennsylvania Department of Health personnel in managing communicable disease outbreaks and immunization compliance. Contributes to Coordinated School Health Newsletter. Participates in school/community partnerships such as: Take Back Our Children, Health/Wellness Forum, Coordinated School Health Committee and IU School Nurse Advisory Board. Participates in periodic district-wide school nurse meetings.

Services

The school nurse contributes to nursing and school health through innovations in practice and participation in research or research-related activities.

Participates in local, state and national school nurse organizations through membership and conference attendance and presentations. Collects and stores data in a systematic manner in order to determine trends and/or emerging health problems.

Student Services

The school nurse contributes to the education of the client with special health needs by assessing the client, planning and providing appropriate nursing care and evaluating the identified outcomes of care.

Manages and provides care for chronic health conditions. Develops individualized health care plans and/or emergency care plans. Provides educational materials and appropriate referrals to student and/or parent on health problem/disability.

Student Services

The school nurse establishes and maintains a comprehensive school health program.

Participates in the review and development of school district policy related to health/wellness, safety and disaster planning.
Participates in annual review of Standing Orders for approval by the Chief School Physician.
Collects, records and assures the confidentiality of health related student data in the form of paper records and electronically stored records.
Monitors compliance with State-required health examinations and screenings at the appropriate grade level.
Manages first aid and clerical inventory for health room.
Assesses need for and advocates health promotional activities for the school community. (Examples: school vegetable gardens, walking clubs, breakfast programs).

Student Services

The school nurse identifies, delineates and clarifies the nursing role, promotes quality of care, pursues continued professional enhancement and demonstrates professional conduct.

Assesses need for and advises administration of personnel needs to assure safe and appropriate delivery of student health care.
Assesses need for additional equipment or facilities in order to provide safe and comprehensive care to students. Communicates these needs to administration.
Assesses need for and advises administration on programs to improve delivery of health services (Examples: mobile dentist program, student/staff flu vaccine clinics).
Participates in building and district level committees related to health/wellness and safety as the health expert.
Advises administration on laws, regulations and standards pertaining to the practice of the professional nurse.
Orients and trains new health room personnel.
Participates in Instructional Support, Student Assistance, IEP and 504 meetings.
Participates in district career development activities to promote the profession of nursing.
Participates in and initiates professional development activities appropriate to nursing.

Student Services

<p>The school nurse uses a systematic approach to problem solving in nursing practice.</p>	<p>Manages all health-related concerns on school property of an acute, chronic or emergency related nature presented by students, families and employees of the district utilizing a systematic approach.</p> <p>Utilizes the nursing process: 1) assessment of signs, symptoms and epidemiology of presenting problem; 2) establishing a nursing diagnosis; 3) identifying outcomes; 4) planning intervention; 5) implementing the plan; and 6) outcome evaluation.</p>	<p>Student Services</p>
<p>The school nurse uses effective written, verbal and non-verbal communication skills.</p>	<p>Develops and reviews all health related written communications between home and school for clarity and ease of comprehension.</p> <p>Utilizes district Language Line services to communicate with families whose primary language is other than English.</p> <p>Utilizes IU translation services to provide written correspondence to families who primary language is other than English.</p> <p>Establishes communication system within health room to assure confidential and accurate exchange of information among health room staff.</p>	<p>Student Services</p>
<p>The school nurse utilizes a distinct clinical knowledge base for decision-making in nursing practice.</p>	<p>Remains current in knowledge of signs, symptoms and epidemiology of health concerns presented by student and staff.</p> <p>Provides care and referral for injury and/or acute physical, emotional, mental or social concerns.</p> <p>Manages and administers medication.</p> <p>Manages and provides treatments and procedures as authorized by a licensed health care provider.</p> <p>Conducts health related screenings, refers for further assessment and case manages students with potential abnormalities in vision, hearing, growth and development (BMI, scoliosis).</p> <p>Monitor student immunization status and enforces State-immunization requirements.</p> <p>Reviews all health related reports and examinations submitted to the school for existing or potential barriers to learning.</p> <p>Conducts surveillance activities for presence of communicable disease in</p>	<p>Student Services</p>

the school and makes appropriate reports to health authorities.
Monitors environmental safety by tracking injuries on school property and providing measures for protection from communicable diseases.
Delegates duties to others within confines of the law and assessment of competency.
Assesses and refers students for drug/alcohol use.

Transition Activities

Transition activities occur at all levels to navigate the developmental stages of each student. These include transitions from pre-school to school aged programs, from elementary to middle school, middle to high school and high school to post-secondary options. Activities include parent and student orientations including problem solving skills needed to transition, sharing of information from each level's sending counselor to receiving counselor. Information shared includes academic profile in addition to any social and emotional concerns. Student tours and peer-to-peer interaction and sharing sessions are also provided.

Student Services

Pennsylvania Department of Education

Commonwealth of Pennsylvania
Department of Education
333 Market Street
Harrisburg, PA 17126-0333

Teacher Induction Report **Wednesday, March 04, 2009** **(Last approved Friday, October 03, 2008)**

Entity: East Penn SD
Address: 800 Pine Street
Emmaus, PA 18049-0000
Phone: (610) 966-8300
Contact Name: Thomas Seidenberger

Teacher Induction Planning Participants

Name	Affiliation	Membership Category	Appointed By
Beth Witte	East Penn School District	Secondary School Teacher	East Penn School Board
Bonnie Raub	East Penn School District	Secondary School Teacher	East Penn School District
Brent Ohl	East Penn School District	Secondary School Teacher	East Penn School Board
Cheryl Wetzel	Early Educator	Administrator	East Penn School District
Claudia Shulman	East Penn School District	Administrator	East Penn School District
Daniel Bonstein	Mier Insurance Company	Business Representative	East Penn School Board
Daniel Fox	East Penn School District	Ed Specialist - School Counselor	East Penn School District
Donna Brown	Adult with Children in EPSD	Parent	East Penn School Board
Donna Cortez	East Penn School District	Administrator	East Penn School District
Francee Fuller	East Penn School District	Board Member	East Penn School Board
Francine Confer	East Penn School District	Elementary School Teacher	East Penn School Board
Glen Cheney	Adult without Children in EPSD	Other	East Penn School Board
James Lancsek	Lower Macungie Township	Business Representative	East Penn School Board
James Reitnour	Retiree	Other	East Penn School Board
Jane Shingler	East Penn School District	Middle School Teacher	East Penn School District
Janet Spence	East Penn School District	Secondary School Teacher	East Penn School Board
Janice Hoffman	East Penn School District	Administrator	East Penn School District
Janine Mathesz	East Penn School District	Administrator	East Penn School District
Jennifer Tyma	Adult of EPSD Graduate	Other	East Penn School Board
Karen Sharkazy	East Penn School District	Secondary School Teacher	East Penn School Board
Katherine Kieres	East Penn School District	Administrator	East Penn School Board
Kathleen Bonner	East Penn School District	Elementary School Teacher	East Penn School

Larry Wingard	Retiree	Other	District East Penn School Board
Linda Delvernois	East Penn School District	Administrator	East Penn School District
Lygia Bellis	Adult of EPSD Graduate	Other	East Penn School Board
Maria McNabb	East Penn School District - Support Staff	Other	East Penn School Board
Mary Stegura	East Penn School District - Student	Other	East Penn School Board
Nicholas Vassallo	East Penn School District - Student	Other	East Penn School Board
Peter Kolman	East Penn School District	Secondary School Teacher	East Penn School Board
Rachel Gladys	East Penn School District - Student	Other	East Penn School Board
Rebecca Beidelman	East Penn School District	Administrator	East Penn School District
Rebecca Visintainer	East Penn School District - Student	Other	East Penn School Board
Robert Oberle	East Penn School District	Business Representative	East Penn School Board
Ronald Renaldi	East Penn School District	Administrator	East Penn School Board
Sarah Modo	East Penn School District - Student	Other	East Penn School Board
Seth Flanders	Adult with Children in EPSD	Community Representative	East Penn School Board
Sonia Parks	East Penn School District - Support Staff	Other	East Penn School Board
Susan Kowalchuck	East Penn School District	Board Member	East Penn School Board
Thomas Gable	East Penn School District - Support Staff	Other	East Penn School Board
Vicky Romagnoli	East Penn School District	Ed Specialist - Instructional Technology	East Penn School District
Wally Vinovskis	Adult with children in non-public school	Other	East Penn School Board

Goals and Competencies

East Penn School District has identified induction program goals and competencies based on the following identified goal, objectives, and action steps:

Goal #1: To provide support, encouragement, and professional development for transitioning the new teacher or educational specialist into the learning community, in order to become a

professional staff member committed to excellence in the East Penn School District.

This goal reflects EPSD Strategic Plan Goals 3, 6, & 8 as described below:

District Goal 3: The EPSD will foster professional growth and provide opportunities to enhance the performance of the entire employee team, so as to be consistent with student, educator, building, and district needs.

District Goal 6: The EPSD will set and achieve standards to establish our school district as a leader in education.

District Goal 8: The EPSD in an effort to improve the overall vitality of the school district, will develop and implement a consistent approach to decision-making at all levels in the organization with an emphasis on internal communications.

Term: "New Teacher" is defined as a first year professional staff member or a PDE-certified Instructional Level I teacher who has not completed a PDE-approved induction program. He/she will be partnered with a mentor. A professional staff member who is new to the district and who has completed a PDE-approved induction program will be partnered with an induction support teacher.

Objective 1: To provide the new teacher or educational specialist with an understanding of effective teaching skills, as well as policies and procedures required to meet district and building expectations.

Action Steps to achieve Objective 1:

- a. Provide resources that define policies and procedures in regards to district and building expectations.
- b. Provide professional development focused on best practices and research based instructional strategies to meet the needs of diverse learners.
- c. Provide embedded professional development by modeling and mentoring activities focused on classroom and time management skills.

Objective 2: To foster growth and development of the new teacher or educational specialist in mastering and refining effective teaching skills.

Action Steps to achieve Objective 2:

- a. Provide professional development that encourages self-reflection based on student performance analysis and constructive feedback from parents, teachers, and administrators. Documentation of self-reflection will be provided through journal writings and other self-assessment practices.
- b. Establish a tiered, multi-year new teacher induction program.

Objective 3: To provide the assistance for professional development, exclusive of the district evaluation system, in a collaborative and supportive environment.

Action Steps to achieve Objective 3:

- a. Establish a building level professional support system.
- b. The building level support system will be facilitated by the building induction team, which should include the principal, the mentors, induction support teachers, inductees, and other support people. It is recommended that the building induction team meet quarterly.

Objective 4: To provide an induction program that is structured to adapt to the needs of the new teacher or educational specialist.

Action Steps to achieve Objective 4:

- a. All mentors or support teachers must be experienced, tenured professionals who have received satisfactory ratings on their annual evaluations. The new teacher and mentor or

induction support teacher will work in the same building and in the same type of assignment, if possible.

b. An orientation program will be held prior to the start of the school year for new teachers and their mentors. This orientation is required for all professional staff who are new to the district, even those who have completed a PDE approved new teacher induction program in another district.

c. Evaluations of individual sessions, as well as mid-year and end-of-year assessments, will be conducted to determine the needs of participants.

d. A district induction team will meet annually to evaluate, analyze, and refine the induction program. The district induction team, led by the Director for Curriculum and Instruction, will include teachers, educational specialists, and administrators.

e. Upon successful completion of the first year of the New Teacher Induction Program, documentation will be forwarded to PDE as verification that the new teacher induction State requirement has been met. At the conclusion of the East Penn School District required induction program, new teachers or educational specialists will be awarded a certificate of completion.

Objective 5: To help build collegial relationships between new teachers or educational specialists and their mentors or induction support teachers, as well as among new teachers or educational specialists, other professional staff members, and administrators.

Action Steps to achieve Objective 5:

a. Each new teacher or educational specialist will be partnered with a mentor in order to facilitate the professional maturation of each inductee. Teachers or educational specialists new to the district who have completed a PDE-approved new teacher induction program elsewhere will work with an induction support teacher.

b. The mentor or induction support teacher will cultivate relationships between the new teacher and colleagues.

Objective 6: To provide training for mentors in topics and skills critical to the success of the new teacher or educational specialist.

Action Steps to achieve Objective 6:

a. Prior to being considered as a mentor, each new mentor will be required to successfully complete an EPSD mentor training program that will focus on skills and strategies necessary to assist the new teacher or educational specialist in his/her commitment to excellence in the District.

b. The selection of mentors will be a collaborative decision between principals and the C & I Office.

c. Training for the mentor teachers will emphasize the following:

- a commitment to the teaching profession and service to children
- a thorough knowledge of building and district initiatives
- evidence of instructional leadership
- the use of appropriate, effective problem solving techniques
- the use of a variety of instructional classroom organization and grouping techniques
- a familiarity with current literature/research on effective schools and effective teaching
- an ability to convey enthusiasm for a subject to students
- a belief in student ability to succeed
- an ability to set high expectations for students
- evidence of success in teaching students of varied instructional levels
- a willingness to give special attention to students requiring help
- an ability to give and receive constructive criticism
- an ability to communicate positively with peers, parents, and students
- a willingness to share ideas and materials

The following bulleted items are also included in the EPSD induction program plan:

- To familiarize new teachers with district policies, procedures, and resources, including but not limited to special education, English Language Learners (ELL).
- To train new teachers in curricular areas to which they are assigned.
- To train new teachers in best practice teaching strategies/instruction identified by the district, including but not limited to differentiation, technology integration, differentiated assessments, unit designs.
- To provide support via a mentor during their first year in the district.
- To provide collaboration with fellow new teachers.

Assessment Processes

The needs of inductees are assessed by the following:

- An evaluation completed by new teachers and mentors at the end of the summer orientation program.
- An evaluation completed by new teachers and mentors at the mid-year review session (January).
- An evaluation completed by new teachers and mentors at the end-of-year session (May).
- Recommendations suggested by supervisors, principals, chairpersons, grade level leaders, teachers, and support staff throughout the year.

Mentor Selection

Prior to being considered as a mentor, each new mentor will be required to successfully complete training that will focus on skills and strategies necessary to assist the new teacher/educational specialist in his/her commitment to excellence in the EPSD. The selection of mentors will be a collaborative decision between principals and the Curriculum & Instruction Office. Training for the mentor teachers will emphasize the following:

- a commitment to the teaching profession and service to children
- a thorough knowledge of building and district initiatives
- evidence of instructional leadership
- the use of appropriate, effective problem solving techniques
- the use of a variety of instructional classroom organization and grouping techniques
- a familiarity with current literature/research on effective schools and effective teaching
- an ability to convey enthusiasm for a subject to students
- a belief in student ability to succeed
- an ability to set high expectations for students
- evidence of success in teaching students of varied instructional levels
- a willingness to give special attention to students requiring help
- an ability to give and receive constructive criticism
- an ability to communicate positively with peers, parents, and students
- a willingness to share ideas and materials

Criteria previously set by the EPSD in its induction program plan include the following:

- Instructional II certificate
- Consultation with principals/supervisors
- Experience in the same grade level/subject area for at least one year (preferred)

- Assigned to the same building/grade level/subject as inductee (preferred)
- Demonstrated use of best practice instruction, classroom management, assessment, team work, and parental/community involvement
- Completion of mentor training

Activities and Topics

Timeline of activities/topics:

Year One -

Summer orientation (August)

Topics:

- District policies/procedures/responsibilities
- Professional Code of Conduct
- Training in supervision/evaluation model
- Classroom management strategies
- Human resource information
- Technology Information
- Business Office/Financial Information
- Building Orientation

September - May

- Mentors and new teachers meet at least weekly.
- The new teachers meet as a group at least one time per month. At these sessions, such topics as parent teacher conferences, assessments, data analysis, students of special needs, instructional strategies, common assessments, and other timely issues are addressed. In addition, time is scheduled for the new teachers to meet approximately one time per month to develop a support group through collegial conversations with each other.
- In January, a mid-year review is attended by both new teachers and their mentors to evaluate the first half of the program and determine needs for second half of the program, if not already scheduled.
- Mentors must observe the new teacher during an instructional period at least twice during the year. After the observation, the mentor will complete an "observation record form", which will be submitted by the new teacher at the end-of-year program evaluation session.
- The new teacher must observe his/her new mentor twice during the school year for a full-period of instruction.
- The new teacher must observe two tenured teachers within the same department (secondary) or the same grade level (elementary) for a full period of instruction.
- The new teacher must observe one tenured teacher in a non-related area for a full period of instruction.
- New teachers will complete a written reflection piece at the end of the year to submit at the end-of-year program evaluation session.
- In April, all new teachers and mentors attend a year-end-program evaluation session. At this session, they also provide suggestions for improving the program the next year.
- A graduation program is held in May, attended by new teachers, mentors, building and district administrators. New teachers receive a graduation certificate indicating satisfactory completion of the program.

Evaluation and Monitoring

Program monitoring and evaluation:

- New teachers complete evaluation of summer orientation program in August.
- New teachers and mentors submit required checklist of opening of school procedures.
- New teachers and mentors submit evaluation of first half of program in January at the mid-year evaluation session.
- New teachers and mentors submit evaluation of the second half of program in April at the end-of-year evaluation session.
- New teachers must submit completed packet, which includes mentor observation records, new teacher observation records, and new teacher written reflection piece.

Participation and Completion

All new teachers or educational specialists are required to attend every program. Each session has sign-in sheets and attendance is recorded through CPETracker. Teachers who miss any sessions are required to make up those sessions in order to complete the program. Meetings between mentors and inductees are recorded in their logs, which are turned in to the Director for Curriculum and Instruction for documentation. All new teachers are required to observe mentors as well as tenured teachers. The new teachers must complete an observation form for each observation and submit the forms at the April end-of-year program evaluation session. Teachers who have already received tenure in the state of Pennsylvania and have already completed a PDE approved induction program at another district are required to attend the 3-day summer orientation program and are invited to attend the program sessions scheduled from September through May. All inductees receive a certificate of completion at the May graduation ceremony.

Pennsylvania Department of Education

Commonwealth of Pennsylvania
Department of Education
333 Market Street
Harrisburg, PA 17126-0333

Professional Education Report
Wednesday, March 04, 2009
(Last approved Friday, October 24, 2008)

Entity: East Penn SD
Address: 800 Pine Street
Emmaus, PA 18049-0000
Phone: (610) 966-8300
Contact Name: Thomas Seidenberger

Professional Education Planning Committee

Name	Affiliation	Membership Category	Appointed By
Allison Moxey	East Penn School District	Parent	East Penn School District
Beth Witte	East Penn School District	Secondary School Teacher	East Penn School Board
Brandi Blose	East Penn School District	Elementary School Teacher	East Penn School District
Brent Ohl	East Penn School District	Secondary School Teacher	East Penn School Board
Cheryl Wetzel	Early Educator	Administrator	East Penn School District
Claudia Shulman	East Penn School District	Administrator	East Penn School District
Daniel Bonstein	Mier Insurance Company	Business Representative	East Penn School Board
Daniel Fox	East Penn School District	Ed Specialist - School Counselor	East Penn School District
Deborah Zosky	East Penn School District	Secondary School Teacher	East Penn School District
Dennine Williams	East Penn School District	Middle School Teacher	East Penn School District
Donna Brown	Adult with Children in EPSD	Parent	East Penn School Board
Donna Brown	East Penn School District	Community Representative	East Penn School District
Francee Fuller	East Penn School District	Board Member	East Penn School Board
Francine Confer	East Penn School District	Elementary School Teacher	East Penn School Board
Glen Cheney	Adult without Children in EPSD	Other	East Penn School Board
Jack Decker	East Penn School District	Middle School Teacher	East Penn School District
James Lancsek	Lower Macungie Township	Business Representative	East Penn School Board
James Reitnour	Retiree	Other	East Penn School Board
Janet Spence	East Penn School District	Secondary School Teacher	East Penn School Board
Janice Hoffman	East Penn School District	Administrator	East Penn School District
Jennifer Tyma	Adult of EPSD Graduate	Other	East Penn School Board
Karen Sharkazy	East Penn School District	Secondary School Teacher	East Penn School

			Board
Katherine Kieres	East Penn School District	Administrator	East Penn School Board
Kathleen Bonner	East Penn School District	Elementary School Teacher	East Penn School District
Larry Wingard	Retiree	Other	East Penn School Board
Liane Domitrovitsch	East Penn School District	Elementary School Teacher	East Penn School District
Linda Delvernois	East Penn School District	Administrator	East Penn School District
Lygia Bellis	Adult of EPSD Graduate	Other	East Penn School Board
Lynn Brinckman	East Penn School District	Administrator	East Penn School District
Maria McNabb	East Penn School District - Support Staff	Other	East Penn School Board
Mark Case	East Penn School District	Secondary School Teacher	East Penn School District
Mary Stegura	East Penn School District - Student	Other	East Penn School Board
Nicholas Vassallo	East Penn School District - Student	Other	East Penn School Board
Pamela Stiles	East Penn School District	Ed Specialist - School Counselor	East Penn School District
Peter Kolman	East Penn School District	Secondary School Teacher	East Penn School Board
Rachel Gladys	East Penn School District - Student	Other	East Penn School Board
Rebecca Visintainer	East Penn School District - Student	Other	East Penn School Board
Robert Oberle	East Penn School District	Business Representative	East Penn School Board
Ronald Renaldi	East Penn School District	Administrator	East Penn School Board
Sarah Modo	East Penn School District - Student	Other	East Penn School Board
Seth Flanders	Adult with Children in EPSD	Community Representative	East Penn School Board
Sonia Parks	East Penn School District - Support Staff	Other	East Penn School Board
Susan Kowalchuck	East Penn School District	Board Member	East Penn School Board
Suzanne Vincent	East Penn School District	Administrator	East Penn School District
Teri Madison	Emmaus Main Street	Business Representative	East Penn School

	Program		District
Thomas Gable	East Penn School District - Support Staff	Other	East Penn School Board
Vicky Romagnoli	East Penn School District	Ed Specialist - Instructional Technology	East Penn School District
Wally Vinovskis	Adult with children in non-public school	Other	East Penn School Board

Needs Assessment

Reflections

There are currently no reflections selected for this section.

The East Penn School District provides professional development based on the reflection of needs as identified in the two areas of 1) student achievement and 2) professional development data.

1. **Student Achievement Data: 2006-07 PSSA** data indicates the following results:

Grade 3- 87% were proficient in Reading; 91% were proficient in Math.
 Grade 4- 86% were proficient in Reading; 91% were proficient in Math.
 Grade 5- 79% were proficient in Reading; 82% were proficient in Math.
 Grade 6- 78% were proficient in Reading; 83% were proficient in Math.
 Grade 7- 80% were proficient in Reading; 81% were proficient in Math.
 Grade 8- 85% were proficient in Reading; 80% were proficient in Math.
 Grade 11-82% were proficient in Reading; 73% were proficient in Math.

Student Achievement Data: 2005-06 PSSA data indicates the following results:

Grade 3 - 81% were proficient in Reading; 95% were proficient in Math.
 Grade 4 - 82% were proficient in Reading; 89% were proficient in Math.
 Grade 5 - 77% were proficient in Reading; 77% were proficient in Math.
 Grade 6 - 80% were proficient in Reading; 80% were proficient in Math.
 Grade 7- 78% were proficient in Reading; 79% were proficient in Math.
 Grade 8- 87% were proficient in Reading; 78% were proficient in Math.
 Grade 11- 74% were proficient in Reading; 60% were proficient in Math.

4-Sight Benchmark Data: 2007-08 4-Sight data indicates the following results:

Reading:

Grade 6 - 57% of all Grade 6 students were proficient in Reading on the baseline pre-assessment; 64% were proficient in Reading at the mid-year point.

Grade 7 - 56% of the identified non-proficient students based on their Grade 6 PSSA tests were proficient in Reading on the baseline pre-assessment; 68% were proficient in Reading at the mid-year point.

Grade 8 - 27% of the identified non-proficient students based on their Grade 7 PSSA tests were proficient in Reading on the baseline pre-assessment; 49% were proficient in Reading at the mid-year point.

Math:

Grade 6 - 2% of the identified non-proficient students based on their Grade 5 PSSA tests were proficient in Math on the baseline pre-assessment; 12% were proficient in math at the mid-year point.

Grade 7 - 9% of the identified non-proficient students based on their Grade 6 PSSA tests were

proficient in Math on the baseline pre-assessment; 23% were proficient in math at the mid-year point.

Grade 8 - 14% of the identified non-proficient students based on their Grade 7 PSSA tests were proficient in Math on the baseline pre-assessment; 14% were proficient in math at the mid-year point.

In summation, student proficiency on the PSSA tests in Grade 3 increased by 6% in Reading and decreased by 4% in Math; student proficiency in Grade 4 increased by 4% in Reading and by 2% in Math; student proficiency in Grade 5 increased by 2% in Reading and by 5% in Math; student proficiency in Grade 6 decreased by 2% in Reading and by 3% in Math; student proficiency in Grade 7 increased by 2% in Reading and in Math; student proficiency in Grade 8 decreased by 2% in Reading and increased by 2% in Math; and student proficiency in Grade 11 increased by 8% in Reading and by 13% in Math.

2. The East Penn School District conducts ongoing assessments of individual and district professional development needs through the following:

- District Curriculum - the district operates an ongoing, systematic curriculum revision process that identifies areas of need for staff development programs related to curricular change and development. Major considerations in this process are the Pennsylvania Academic Standards, Assessment Anchors, and Eligible Content.
- Individual Requests - the district maintains a formalized procedure for staff to submit requests for conferences and visitations related to perceived individual needs that reflect district goals.
- Professional Development Institute (PDI) EPSD Voluntary Employee Development Advisory Committee - the committee serves to identify major trends in education research and to determine district-wide initiatives for providing professional development in these areas.
- Supervision Process - a principal and/or teacher may identify professional development needs as a result of the supervisory process.
- Strategic Plan - needs assessment and established objectives within the scope of the strategic planning process can serve to identify needed professional development initiatives.
- Federal and State Mandates - periodically, state and federal regulations requiring new programs, concepts, or content to be developed may necessitate additional professional development programs.
- District Assessment Results - outcomes from district assessments identify needs for professional development.
- Faculty/Department/Grade Level Meetings - opportunities provided to the staff to collectively review common areas of concern/interdisciplinary issues, and to identify needs for professional development programs.
- School Board Meetings - the School Board provides opportunity for public input at all meetings.
- District Parent Advisory Council (PAC) - the district provides the opportunity for the community to provide input to the Superintendent.
- New Teacher Induction - all new staff members, as well as their mentors, provide feedback regarding needs relevant to new teachers. The survey was administered at the "Mid-Year Review" session, January 10, 2008. The comments indicated sections of the program to be maintained, additional topics to be included, changes in the program delivery, as well as volunteers to work on the development of the 2008-09 New Teacher Induction Program. New teachers indicated the need to maintain the summer orientation program and the district's focus during the orientation on professional development for new teachers in Charlotte Danielson's Framework for Teaching model. This model is used for the supervision/evaluation of all faculty members in the district. They also

- indicated the value of continuing professional development in classroom management, parent-teacher communication, best practice teaching strategies, seamless integration of technology, data analysis to drive instructional practice, differentiated assessments, ESL program, special needs and accommodations. This group also suggested expanding the one-year induction program to two-years, in order to provide more in-depth discussion, training, and mentorship. The group also indicated the importance of increasing training for mentors, who play such an integral role in the program.
- Professional Development Institute (PDI) Evaluation - all district professional development programs are formally evaluated by the participants, and the instrument includes an opportunity to identify additional areas of interest or need.
 - Annual Professional Development Survey - administered annually. This year, the annual survey was administered on March 14, 2008 as an online survey. This survey provided feedback on the Professional Development Institute (PDI) focus areas, specific topics/workshops/trainings for curriculum/instruction/technology professional development, scheduling preferences, and suggestions for topics/facilitators. Teachers also had the opportunity to indicate their willingness to volunteer as facilitators for workshop sessions in the program. Results indicate the following needs:
 - District-wide -
 - Curriculum and Instruction
 - Review/revision process for core academic and related subjects
 - Differentiated instruction and evaluation to meet the needs of all students, including English Language Learners (ELL), special needs, etc.
 - Integration of technology for 21st century skills
 - Unit design and common assessment for district-wide consistency
 - Analysis of data
 - Elementary - K-5 -
 - Curriculum and Instruction
 - Response to Intervention (RtI)
 - Review/revision process for core academic and related subjects
 - Differentiated instruction and evaluation to meet the needs of all students
 - Integration of technology for 21st century skills
 - Unit design and common assessment for district-wide consistency
 - Analysis of data
 - Middle Level - 6-8 -
 - Curriculum and Instruction
 - Review/revision process
 - Differentiated instruction and evaluation to meet the needs of all students
 - Integration of technology for 21st century skills
 - Unit design and common assessment for district-wide consistency
 - Analysis of data
 - High School - 9-12-
 - Curriculum and Instruction
 - Review/revision process
 - Differentiated instruction and evaluation to meet the needs of all students
 - Integration of technology for 21st century skills
 - Unit design and common assessment for district-wide consistency
 - Analysis of data

- Annual Support Staff Professional Development Survey - administered annually.

All of the above listed methods of identifying needs are formalized opportunities that are included within the routine operations of the East Penn School District, and they may be utilized by the Professional Development Institute (PDI) EPSD Voluntary Employee Development Advisory Committee to assist in determining professional development needs.

Professional Education Action Plan

Goal: 2. Community Involvement and Partnerships

Description: The East Penn School District will encourage and promote community involvement and collaborative partnerships.

Strategy: Continue to maintain and expand contact with parents throughout the district using various forums.

Description:

Activity: Conduct issues seminars

Description:

Person Responsible	Timeline for Implementation	Resources
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Denise Torma	Start: 1/1/2009 Finish: Ongoing	\$1,000.00
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Status: Not Started — Overdue

Strategy: Create and support collaborative relationships with community groups and individuals.

Description:

Activity: Continue with the Parent Advisory Council

Description:

Person Responsible	Timeline for Implementation	Resources
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Denise Torma	Start: 1/1/2009 Finish: Ongoing	\$500.00
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Status: Not Started — Overdue

Strategy: Form an alternative funding group to assist in helping to defray the cost of staff development and facility enhancement.

Description:

Activity: Create an Educational Foundation

Description:

Person Responsible	Timeline for Implementation	Resources
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Denise Torma	Start: 1/1/2009 Finish: Ongoing	\$5,000.00
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Status: Not Started — Overdue

Strategy: Promote greater communication between and among EPSD staff and community members.

Description:

Activity: Create and distribute an annual report

Description:

Person Responsible	Timeline for Implementation	Resources
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Denise Torma	Start: 1/1/2009 Finish: Ongoing	\$2,500.00
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Status: Not Started — Overdue

Activity: Develop and implement a key communicator group

Description:

Person Responsible	Timeline for Implementation	Resources
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Denise Torma	Start: 1/1/2009 Finish: Ongoing	\$750.00
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Status: Not Started — Overdue

Goal: 8. Decision-making

Description: The East Penn School District in an effort to improve the overall vitality of the school district, will develop and implement a consistent approach to decision-making at all levels in the organization with an emphasis on internal communications.

Strategy: Create a process that fosters innovation across the district.

Description: Conduct brainstorming sessions with administrators and staff to identify key components of a process that fosters innovation.

Activity: Attend a Kepner-Tregoe workshop on decision-making

Description: Take part in a two training session with representatives from other school districts

Person Responsible	Timeline for Implementation	Resources
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Not Currently Assigned	Start: 7/1/2008 Finish: 7/1/2008	\$500.00
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Status: Not Started — Overdue

Activity: Brainstorming sessions

Description:

Person Responsible	Timeline for Implementation	Resources
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Denise Torma	Start: 1/1/2009 Finish: Ongoing	\$500.00
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Status: Not Started — Overdue

Activity: Select facilitator for assistance in developing innovation process
Description:

Person Responsible	Timeline for Implementation	Resources
Denise Torma	Start: 1/1/2009 Finish: Ongoing	\$10,000.00

Status: Not Started — Overdue

Strategy: Encourage greater inter-disciplinary collaboration.
Description: Form planning teams at each school.

Activity: Create planning teams at each district school
Description: Each school will elect members to their planning teams

Person Responsible	Timeline for Implementation	Resources
Denise Torma	Start: 1/1/2009 Finish: Ongoing	\$1,000.00

Status: Not Started — Overdue

Strategy: Facilitate data-informed decision-making.
Description: Planning teams will analyze data obtained from district data management system.

Activity: Periodic analysis of data by building team members
Description: Team members agree upon a schedule to review data

Person Responsible	Timeline for Implementation	Resources
Denise Torma	Start: 1/1/2009 Finish: Ongoing	\$1,000.00

Status: Not Started — Overdue

Strategy: Improve internal communication
Description: Use district intranet to distribute key information

Activity: Use district intranet to distribute key information
Description: District technology staff will keep internal messages current

Person Responsible	Timeline for Implementation	Resources
Denise Torma	Start: 1/1/2009 Finish: Ongoing	\$1,000.00

Status: Not Started — Overdue

Strategy: Select facilitators for team building trainers
Description:

Activity: District personnel will evaluate credentials of potential facilitators
Description:

Person Responsible	Timeline for Implementation	Resources
Denise Torma	Start: 1/1/2009 Finish: Ongoing	\$2,000.00

Status: Not Started — Overdue

Goal: 9. Master Plan

Description: The East Penn School District will develop, routinely monitor, and review a district-wide Master Plan based on demographic trends, regulations, and the overall quality of existing buildings and facilities. The plan will include a set of prioritized short and long term facility enhancement projects.

Strategy: Engage appropriate firms to assist in the formation of the Master Plan

Description: Publicize a RFP and eventually select firms to assist in the formation of the Master Plan

Activity: Advertise an RFP for professional services and select appropriate firms to assist in the development of the Master Plan

Description:

Person Responsible	Timeline for Implementation	Resources
Denise Torma	Start: 1/1/2009 Finish: Ongoing	\$10,000.00

Status: Not Started — Overdue

Strategy: Strengthen relationships with local law enforcement and governmental agencies to maintain safe schools

Description:

Activity: Conduct regular meetings among district personnel and governmental agencies to share information and to review new regulations

Description:

Person Responsible	Timeline for Implementation	Resources
Denise Torma	Start: 1/1/2009 Finish: Ongoing	\$250.00

Status: Not Started — Overdue

Annual Review Process

The East Penn School District conducts ongoing assessments of individual and district professional development needs through the following:

- District Curriculum - the district operates an ongoing, systematic curriculum revision process that identifies areas of need for staff development programs related to curricular change and development. Major considerations in this process are the Pennsylvania Academic Standards, Assessment Anchors, and Eligible Content.
- Individual Requests - the district maintains a formalized procedure for staff to submit requests for conferences and visitations related to perceived individual needs that reflect district goals.
- Professional Development Institute (PDI) EPSD Voluntary Employee Development Advisory Committee - the committee serves to identify major trends in education research and to determine district-wide initiatives for providing professional development in these areas.
- Supervision Process - a principal and/or teacher may identify professional development needs as a result of the supervisory process.
- Strategic Plan - needs assessment and established objectives within the scope of the strategic planning process can serve to identify needed professional development initiatives.
- Federal and State Mandates - periodically, state and federal regulations requiring new programs, concepts, or content to be developed may necessitate additional professional development programs.
- District Assessment Results - outcomes from district assessments identify needs for professional development.
- Faculty/Department/Grade Level Meetings - opportunities provided to the staff to collectively review common areas of concern/interdisciplinary issues, and to identify needs for professional development programs.
- School Board Meetings - the School Board provides opportunity for public input at all meetings.
- District Parent Advisory Council (PAC) - the district provides the opportunity for the community to provide input to the Superintendent.
- New Teacher Induction - all new staff members, as well as their mentors, provide feedback regarding needs relevant to new teachers. The survey was administered at the "Mid-Year Review" session, January 10, 2008. The comments indicated sections of the program to be maintained, additional topics to be included, changes in the program delivery, as well as volunteers to work on the development of the 2008-09 New Teacher Induction Program. New teachers indicated the need to maintain the summer orientation program and the district's focus during the orientation on professional development for new teachers in Charlotte Danielson's Framework for Teaching model. This model is used for the supervision/evaluation of all faculty members in the district. They also indicated the value of continuing professional development in classroom management, parent-teacher communication, best practice teaching strategies, seamless integration of technology, data analysis to drive instructional practice, differentiated assessments, ESL program, special needs and accommodations. This group also suggested expanding the one-year induction program to two-years, in order to provide more in-depth discussion, training, and mentorship. The group also indicated the importance of increasing training for mentors, who play such an integral role in the program.
- Professional Development Institute (PDI) Evaluation - all district professional development programs are formally evaluated by the participants, and the instrument includes an opportunity to identify additional areas of interest or need.
- Annual Professional Development Survey - administered annually. This year, the annual survey was administered on March 14, 2008 as an online survey. This survey provided feedback on the Professional Development Institute (PDI) focus areas, specific topics/workshops/trainings for curriculum/instruction/technology professional development, scheduling preferences, and suggestions for topics/facilitators. Teachers also had the opportunity to indicate their willingness to volunteer as facilitators for workshop sessions in the program. Results indicate the following needs:
 - District-wide -
 - Curriculum and Instruction

- Review/revision process for core academic and related subjects
 - Differentiated instruction and evaluation to meet the needs of all students, including English Language Learners (ELL), special needs, etc.
 - Integration of technology for 21st century skills
 - Unit design and common assessment for district-wide consistency
 - Analysis of data
 - Elementary - K-5 -
 - Curriculum and Instruction
 - Response to Intervention (RtI)
 - Review/revision process for core academic and related subjects
 - Differentiated instruction and evaluation to meet the needs of all students
 - Integration of technology for 21st century skills
 - Unit design and common assessment for district-wide consistency
 - Analysis of data
 - Middle Level - 6-8 -
 - Curriculum and Instruction
 - Review/revision process
 - Differentiated instruction and evaluation to meet the needs of all students
 - Integration of technology for 21st century skills
 - Unit design and common assessment for district-wide consistency
 - Analysis of data
 - High School - 9-12-
 - Curriculum and Instruction
 - Review/revision process
 - Differentiated instruction and evaluation to meet the needs of all students
 - Integration of technology for 21st century skills
 - Unit design and common assessment for district-wide consistency
 - Analysis of data
- Annual Support Staff Professional Development Survey - administered annually.

All of the above listed methods of identifying needs are formalized opportunities that are included within the routine operations of the East Penn School District, and they may be utilized by the Professional Development Institute (PDI) EPSSD Voluntary Employee Development Advisory Committee to assist in determining professional development needs.

Supporting Documents

There are currently no supporting documents selected for this section.

Contact Information

Appendix B

Entity Information Page

Entity: East Penn SD

Address:

800 Pine Street
Emmaus, PA 18049-0000

Superintendent or Chief Administrative Officer: Thomas Seidenberger

E-mail: seidetho@eastpennsd.org

Telephone: 610-966-8334

Fax: 610-966-8339

Professional Education Committee Chairperson: Claudia Shulman

E-mail: shulmcla@eastpennsd.org

Telephone: 610-966-8325

Fax: 610-966-8339

Act 48 Reporting Contact: Claudia Shulman

E-mail: shulmcla@eastpennsd.org

Telephone: 610-966-8325

Fax: 610-966-8339

Pennsylvania Department of Education

Commonwealth of Pennsylvania
Department of Education
333 Market Street
Harrisburg, PA 17126-0333

Special Education Report
Wednesday, March 04, 2009
(Last approved Wednesday, January 21, 2009)

Entity: East Penn SD
Address: 800 Pine Street
Emmaus, PA 18049-0000
Phone: (610) 966-8300
Contact Name: Thomas Seidenberger

School District Demographics

School District	IU #	Superintendent	# of Bldgs	Total Enrollment	Total Unduplicated SES Students
East Penn SD	Carbon-Lehigh IU 21	Dr. Thomas L. Seidenberger	10	7859	820

District Special Education Contact:

Name	Title	Phone	Fax	Email
Angela M. DeMario	Supervisor of Special Education	610-966-8319	610-965-1628	demarang@eastpennsd.org

Special Education Plan Team Members

Name	Affiliation	Membership Category	Appointed By
Angela De Mario	East Penn School District	Administrator	East Penn School District
Beth Witte	East Penn School District	Secondary School Teacher	East Penn School Board
Brent Ohl	East Penn School District	Secondary School Teacher	East Penn School Board
Cheryl Wetzel	Early Educator	Administrator	East Penn School District
Claudia Shulman	East Penn School District	Administrator	East Penn School District
Daniel Bonstein	Mier Insurance Company	Business Representative	East Penn School Board
Daniel Fox	East Penn School District	Ed Specialist - School Counselor	East Penn School District
Donna Brown	Adult with Children in EPSD	Parent	East Penn School Board
Eileen Crompton	East Penn School District	Special Education Teacher	East Penn School District
Francee Fuller	East Penn School District	Board Member	East Penn School Board
Francine Confer	East Penn School District	Elementary School Teacher	East Penn School Board
Glen Cheney	Adult without Children in EPSD	Other	East Penn School Board
James Lancsek	Lower Macungie Township	Business Representative	East Penn School Board
James Reitnour	Retiree	Other	East Penn School Board
Janet Spence	East Penn School District	Secondary School Teacher	East Penn School Board
Jennifer Thomas	East Penn School District	Regular Education	East Penn School

		Teacher	District
Jennifer Tyma	Adult of EPSD Graduate	Other	East Penn School Board
Karen Sharkazy	East Penn School District	Secondary School Teacher	East Penn School Board
Katherine Kieres	East Penn School District	Administrator	East Penn School Board
Larry Wingard	Retiree	Other	East Penn School Board
Linda Pekarik	East Penn School District	Administrator	East Penn School District
Lori Ross	East Penn School District	Parent	East Penn School District
Lygia Bellis	Adult of EPSD Graduate	Other	East Penn School Board
Maria McNabb	East Penn School District - Support Staff	Other	East Penn School Board
Mary Stegura	East Penn School District - Student	Other	East Penn School Board
Michael Murphy	East Penn School District	Administrator	East Penn School District
Nicholas Vassallo	East Penn School District - Student	Other	East Penn School Board
Paula Dooley	East Penn School District	Parent	East Penn School District
Peter Kolman	East Penn School District	Secondary School Teacher	East Penn School Board
Rachel Gladys	East Penn School District - Student	Other	East Penn School Board
Rebecca Visintainer	East Penn School District - Student	Other	East Penn School Board
Robert Alick	East Penn School District	Special Education Teacher	East Penn School District
Robert Oberle	East Penn School District	Business Representative	East Penn School Board
Ronald Delaco	East Penn School District	Administrator	East Penn School District
Ronald Renaldi	East Penn School District	Administrator	East Penn School Board
Sarah Modo	East Penn School District - Student	Other	East Penn School Board
Seth Flanders	Adult with Children in EPSD	Community Representative	East Penn School Board
Sonia Parks	East Penn School District - Support Staff	Other	East Penn School Board
Susan	East Penn School District	Board Member	East Penn School

Kowalchuck			Board
Thomas Gable	East Penn School District - Support Staff	Other	East Penn School Board
Wally Vinovskis	Adult with children in non-public school	Other	East Penn School Board

Program Evaluation (P.L. 105-17, §612(2) and §613(a))

Current Program Strengths and Highlights

East Penn School District's Special Education Department provides programs and services according to PA Chapter 14 and the Individuals with Disabilities Education Improvement Act (IDEIA) 2004.

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

- Scientific researched and validated programs
- Full continuum of programs for students with Autism
- Certified and highly qualified professionals
- Trained paraprofessionals
- School-based mental health services contracted through IU #21
- Home-School Visitor to support families
- Effective Behavior Support Program
- Comprehensive Early Intervention Transition to kindergarten process
- Response to Intervention pilot initiated by the district and long range implementation plan
- Collaborative and co-teaching partnerships grades K-12
- Transition to the World of Work in collaboration with IU #21 job coaches
- High school students with disabilities may achieve their graduation requirements through participation in **Learning to Succeed** which is an alternative education program

Elementary Special Education Programs:

The supervisor of the elementary special education programs collaborates with early intervention staff in order to transition children from pre-school services to school district special education services as mandated under IDEIA. East Penn School District maintains the process of Child Find activities as mandated under IDEIA and assesses children for eligibility for special education and related services. The district provides a continuum of educational placements for preschool students based on the student's least restrictive environment.

The Elementary Special Education Program provides assistance to kindergarten through fifth grade students who are evaluated in accordance with section 300.530-300.536 and determined to be a child with a disability defined as follows: Autism, Deaf-blindness, Deafness, Emotional Disturbance, Hearing Impairment, Mental Retardation, Multiple Disabilities, Orthopedic Impairment, Other Health Impairment, Specific Learning Disability, Speech or Language Impairment, Traumatic Brain Injury, Visual Impairment including Blindness.

East Penn School District provides a continuum of placement options in its six elementary schools and kindergarten center which ensure individual program design as specified in the student's IEP. These services are provided by certificated special education teachers and teacher aides. Service to students is provided in home schools whenever possible. Special education services are available in each elementary school, however specialized and concentrated services beyond those available in neighborhood schools are provided in specific schools throughout the

district for students with severe needs. For example, there is a continuum of services provided for the autistic and emotionally disturbed students in specific schools.

Secondary Special Education Programs:

The Middle and High School Special Education Programs provide educational services for students in the least restrictive learning environment. East Penn School District provides a continuum of placement options in its two middle schools and one high school which ensures individual program design as specified in the student's IEP. The middle and high school educational program initiates the transition focus to help the students achieve their goals for life after graduation. Emphasis for the secondary programs is based on collaboration with agencies, home and school support, adapted curriculum, vocational education, part-time work experience, individualized programming and transition planning for post graduation. Services for students unable to attend school due to long-term suspensions and expulsions are provided through out of district placements. Students also have the opportunity to participate in the **Learning to Succeed** alternate education program for drop-out prevention.

For elementary, middle and high school programs throughout the district special education's goal is to improve students' ability to function in academics, communication, social skills and behavior in order to gain educational benefit. The elementary special education curriculum for Reading and Mathematics is a replacement curriculum aligned with Pennsylvania standards. At the secondary level the special education curriculum is aligned to Pennsylvania standards. Related services provided at all levels include: speech and language, occupational therapy, physical therapy, nursing services, psychological services, itinerant vision and/or hearing support, audiological services, orientation and mobility, specialized transportation, and assistive technology services.

Speech-Language Pathology

Speech/Language Services assess and treat the communication disorders of articulation, language, voice, and stuttering for students ages 5 through 21. Services are provided through direct contact with students and through consultation with teachers and/or parents and include a combination of classroom-based instruction, consultation services, group and individual therapy. Speech pathologists and teaching assistants work collaboratively with the other members of the school team to ensure that students with communication disabilities have full participation in the learning environment and experience academic success. Effective communication skills are fundamental to children and emphasis is placed on parental involvement, coordination with classroom teachers, augmentative communication and specialized instruction.

Psychological Services

East Penn School district psychologists assess any student referred because of significant academic, behavioral and/or social-emotional problems. School psychologists provide services to students, teachers and/or parents through classroom consultation and short-term counseling. Parents must give initial consent for any psychological evaluation which may be recommended by teachers or counselors. School psychologists provide professional resources for other district personnel. They work with the team to develop behavioral interventions. They work with staff and students on crisis intervention/prevention, suicide awareness, grief counseling, behavior, attention issues, violence prevention, and awareness of autism in the community. The emphasis of our psychological services is in the areas of diagnostic assessment, counseling, consultative services and behavior management.

Nursing Services

School nurses in the East Penn School District provide the health services required at school so students can access and benefit from their educational program. Special nursing services are treatments prescribed by the student's physician which are necessary during the school day for the student to attend school. The school nurse assists parents with the required physician authorization for nursing treatments and collaborates with the parent and physician to accommodate authorized health treatments at school. Nursing interventions for students with

health problems supports the educational staff in providing a safe instructional program which also meets the health needs of children. The school health services program strives to provide accessible health services to ensure an optimal educational opportunity for every child.

Intermediate Unit # 21 Contracted Services:

Occupational Therapy is provided through the intermediate unit and services are provided through direct, consultative or collaborative services to special education students of school age 5 through 21, who need assistance with hand function, oral-motor function, sensory-motor skills, and other accessibility needs in order to be successful in the school environment. Therapists work collaboratively on school-based teams to ensure each student barrier-free access to and participation in learning. Occupational therapy has an emphasis on screening, evaluation, direct services and consultation.

Physical Therapy is provided through the intermediate unit and services include direct consultative/collaborative services to special education students, ages 5 through 21, who need assistance with mobility, positioning, and/or accessibility in order to be successful in the school environment. Therapists work collaboratively on school-based teams to ensure each student barrier-free access to and participation in learning.

Assistive Technology supports for school teams are provided through the intermediate unit by completing an Assistive Technology/Augmentative Communication referral form. An assessment is then conducted and consultants train and provide resources on Assistive Technology issues and devices as well as maintaining the equipment. They consult with teams on supporting curriculum with Assistive Technology and on planning individual student programs. Training for student support is offered in the areas of: augmentative communication, computer access, environmental control, and written expression/alternative writing.

Identifying Students with Learning Disabilities

Identification of students:

Each elementary and middle school has an Instructional Support Team. These teams function with a degree of formality and assist teachers in meeting the needs of students having learning or behavioral difficulties. When a student is referred by parents, building principal, teacher, or guidance counselor solutions are sought through a formal problem solving process. Action plans are developed with specific strategies which are implemented and monitored. If the action plan is unsuccessful the Instructional Support Team makes a referral to the Multidisciplinary Team. This referral begins the process for identification of exceptional students. The first step is a broad based evaluation which is designed to assess the needs of the child and may consist of developmental, educational, and psychological components. This information is gathered by parents, teachers, specialists, professional support staff and related services providers which include speech therapist, physical therapist or occupational therapist. The second step is to prepare the evaluation report. This is completed by having the Multidisciplinary Team review the assessment components gathered during step 1. The evaluation report brings together all information and findings concerning educational needs and strengths. The report makes recommendations as to whether the student is exceptional and makes suggestions regarding an appropriate educational program. Eligibility recommendations are based on the need for special education. Team members have an equal opportunity to provide information to the MDE process, agree or disagree with the recommendations and submit a dissenting opinion to be included in the MDE report. The last step is to develop an IEP which will specify the type and amount of special education service, and determine educational placement.

At the high school level, students not making academic progress are referred to the school psychologist for testing. The student's guidance counselor, parents, student, and psychologist

meet to discuss academic concerns and develop an action plan for academic progress which may include formal testing should meaningful educational progress not be obtained.

Currently, East Penn School District uses a discrepancy model in the initial evaluation of 'thought to be eligible' students. However, the district is in the second year of a district initiative for Response to Intervention at the elementary level. In the first year, Lincoln Elementary School was involved with Rtl for grades Kindergarten through fifth grade.

For the 2008-09 school year the Rtl initiative will be implemented with the following activities: Kindergarten and Grade 1 teachers across the district will be trained on universal screening as well as an overview of Rtl. Grades 2 and 5 in Macungie and Alburty Elementary schools will be trained on Aims Web data collection as well as an overview of Rtl.

As for Rtl at the secondary level, the district is awaiting direction from PDE regarding the training model to address students at the secondary level who may require instructional interventions prior to being considered for evaluation. In reality, if the Rtl model is effective there will be very few students at the secondary level that will require evaluations for special education services. At the secondary level, the district continues to use the discrepancy model for initial evaluations.

Enrollment Differences

Not significantly disproportionate.

Ethnicity Enrollment Differences

Ethnicity Enrollment Differences

Last Modified:

Not significantly disproportionate.

Exiting Statistics

Exiting Statistics

Last Modified:

Graduation rate and dropout rate have been met.

24 P.S., §1306 and §1306.2 Placements

Facilities for Nonresident Students

Facility Name	Provider of Educational Services	# of Students Receiving Svcs as of Dec 1
Group Home- 227 Spruce St.	IU # 21	1

Incarcerated Students Oversight

The East Penn School District collaborates with the Carbon Lehigh Intermediate Unit #21 for those students incarcerated and found to be eligible for special education services. Guidance Counselors, Supervisor of Special Education, and Assistant Principals collaborate with courts and share educational records of specific students as deemed appropriate. Host school district contacts the home school to request school records. When appropriate the current IEP is shared with the facility to verify the special education needs for the student.

Facilities for Incarcerated Students

Facility Name	Provider of Educational Services	# of Students Receiving Svcs as of Dec
		1
None in the district	NA	0

Least Restrictive Environment 34 CFR §300.551

Ensuring Maximum Integration

Ensuring that all students are educated to the maximum extent possible with typical aged peers begins with a discussion of the student's needs at the IEP meeting. After review of student's current program via progress monitoring data the IEP team determines specific changes needing to occur to support the student to be academically successful. The East Penn SD has a continuum of special education services available so that all students can be educated within the Least Restrictive Environment. There is a continuum of class offerings from regular education, co-taught classes, and pull-out replacement classes, each having a variety of supports available to maintain a student with academic success. The district has implemented the SRA reading program at the elementary and middle level for those students identified in need of an intensive reading program to address reading deficiencies. At the high school level, there are a variety of reading options available to address students' needs for remediation as warranted by PSSA scores and progress monitoring in reading.

The district is involved with the Pennsylvania's Verbal Behavior (VB) Project for those students with autism. For the upcoming 2008-09 school term the VB Project will expand to the high school level to assist those students as they prepare for transition into the world of work. Currently, there are 25 students in the VB Project with another seven students expected to transition from Early Intervention Programs for 2008-09. Currently, the district has one class at the Kindergarten level, two classes at the elementary level, and one class at the middle level with a limit of eight students in each classroom. Each of these classes is supported by monthly consultation from PaTTAN for oversight of the autistic support classes. Staff have participated in various workshops, conferences, and site visitation meetings to enhance their knowledge of students with autism in the educational environment. Staff have traveled to workshops and conferences sponsored by Penn State University-National Autism Conference, programs sponsored by POAC (Parents of Autistic Children) of New Jersey, workshops presented by Dr. Vincent Carbone, and other opportunities that may be available to address autistic students. The district is very proud that the VB classroom at the middle level is considered a model classroom site, and is pleased to have visitors from other districts collaborate regarding programs that meet the language, behavioral, and social needs of the autistic students. Teachers are encouraged and supported to attend classes to achieve Board Certified Behaviorial Analyst certification.

When data support that students cannot be educated in the district special education classes, the IEP team meets to determine specific programs and placement to support academic growth. The district is very careful in placing students outside of the district. Usually, these placements involve very severe, low-incidence disabilities, or students with very unique educational needs that require special education placements outside the district. Prior to seeking outside placements, the IEP team meets to review the student's program to assure that appropriate supports are in place to maintain the student within the district program.

As students enter the high school setting, transition plans to prepare the student for the world of work are developed. Students have the opportunity to participate in job exploration, local vocational schools, or other academic programs that relate to the student's area of interest. Appropriate adult supports are provided so that students develop the job skills and qualifications needed to be successful in the work force. Upon graduation, students and families are provided information to contact the Office of Vocational Rehabilitation for discussion and supports needed for the work environment.

Supplementary Aids and Services

Service/Resource	Description
Adaptations and modifications to the physical school environment	Structural aids such as: wheelchair accessibility, trays, lavatory accommodations, wombat chairs, special seating arrangements, and environmental aides which are student specific.
Aide support in order to attain meaningful educational benefit within all school environments.	To enable students with disabilities to be educated with non-disabled peers to the maximum extent appropriate in accordance Chapter 14.
Assistive Technology	To assist students with the development and delivery of instruction to address diverse learning needs within all school settings. Provide student with assistive technology such as: vocal output device, alternative computer access, materials on tape, large print text.
Collaboration between special education and regular education teachers to support students in the mainstream	At all levels, co-teaching occurs so that students can be successful within the mainstream. In core academic classes, co-teaching occurs through the collaboration of regular and special education teachers. At the elementary level, support within the mainstream occurs with aide support for students. At the secondary level, co-teaching occurs via the two teacher model to assist those students who may need support and specially-designed instruction. Provide instructional adaptations such as: pre-teaching, errorless teaching, repeating directions, changing method of presentation, test modification, and modified curricular goals.
Specialized supports to increase appropriate behavior and decrease disruptive behavior	Social skills instruction takes place in autistic support and emotional support programs. Behavior support plans are implemented across all school environments. Peer support groups are used to facilitate friendships in the elementary autistic support classrooms.

LRE Data Analysis

LRE Data Analysis

Personnel Development Activities

Topic: SPP targets were met. Teachers continue to receive training activities through the district's Professional Development Institute.

Anticipated Training Dates	Training Partners	Training Participants and Audience	Training Format	Evidence of Results
Ongoing throughout the year	IU Staff, District trainers; contracted trainers	New Staff, Paraprofessional, Instructional Staff, Administrative Staff, Related Service Personnel	On-site Training with Guided Practice, Workshops with Joint Planning Periods, Conferences, Study Groups, Distance Learning	Increase student performance by 2% over current baseline data.

Least Restrictive Environment - Facilities

Facility Name	Type of Facility	Type of Service	# of Students Placed
Community Services Foundation	Other	Emotional Support/Learning Support	4
Camp Hill	Approved Private Schools	Autistic Support	1
PA School for the Deaf	Approved Private Schools	Hearing & Deaf Impaired	1
St. Joseph's Center Educated by Northeast IU	Other	Multi-Disability	1
Clarion Center Educated by IU 6	Other	Learning Disability	1
Palmerton, Palmerton SD	Neighboring School Districts	Autistic Support	1
Parkland HS, Parkland SD	Neighboring School Districts	Multi-Disability	1
Parkland HS, Parkland SD	Neighboring School Districts	Hearing & Deaf Impaired	1
Parkway Manor, Parkland SD	Neighboring School Districts	Hearing & Deaf Impaired	2
Springhouse Middle School, Parkland SD	Neighboring School Districts	Multi-Disability	1
Lincoln Middle School, Catasauqua SD	Neighboring School Districts	Multi-Disability	1
Lincoln Middle School, Catasquua SD	Neighboring School Districts	Autistic Support	2
Carbon Lehigh Adjustment	Special Education	Emotional Support	4

School	Centers		
Lehigh Learning Adjustment School	Special Education Centers	Emotional Support	9
Southern Lehigh HS, SLSD	Neighboring School Districts	Emotional Support	5
Southern Lehigh MS, SLSD	Neighboring School Districts	Emotional Support	1
Northern Lehigh SD, NLSD	Neighboring School Districts	Learning Disability	1
Truman Elementary, Salisbury SD	Neighboring School Districts	Emotional Support	1
Jefferson Elementary, EPSD	Other	Life Skills	2
Wescosville Elementary, EPSD	Other	Life Skills	5
Lower Macungie Middle School, EPSD	Other	Life Skills	3
Emmaus High School, EPSD	Other	Life Skills	4
Salisbury High School, Salisbury SD	Neighboring School Districts	Emotional Support	1

Personnel Development for Improved Student Results

Technical Assistance and Training

Technical Assistance and Training

Personnel Development Activities

Topic: AYP: The district achieved AYP through safe harbor at the middle level and at the high school level by the confidence interval.

Anticipated Training Dates	Training Partners	Training Participants and Audience	Training Format	Evidence of Results
SRA Direct Instruction Reading program ongoing collaboration throughout the year at middle level	Collaboration/discussion amongst teaching staff	New Staff, Paraprofessional, Instructional Staff, Administrative Staff	On-site Training with Guided Practice, Workshops with Joint Planning Periods, Study Groups	The SRA Reading program will continue to enhance student understanding and skills of the reading process. At the middle level, a student must be a strong

<p>Ongoing collaboration throughout the school year at Emmaus HS</p>	<p>Literacy Coaches</p>	<p>New Staff, Paraprofessional, Instructional Staff, Administrative Staff</p>	<p>On-site Training with Guided Practice, Study Groups</p>	<p>reader to be successful in all academic subjects. To improve district PSSA reading scores through safe harbor or meet state imposed benchmark scores.</p> <p>This new class offering for students affords a double period of reading instruction at the high school level. The classes are both co-taught or pull-out, depending on student needs. Progress monitoring is accomplished via AIMSWeb for fluency and comprehension.</p>
<p>Ongoing collaboration throughout the school year at Emmaus HS</p>	<p>Math Coaches</p>	<p>New Staff, Paraprofessional, Instructional Staff, Administrative Staff</p>	<p>On-site Training with Guided Practice, Study Groups</p>	<p>This new intervention affords students the opportunity to interact with a variety of teachers to support their need for additional math instruction. PSSA data from 8th grade testing, grades, and teacher recommendation are tools used to determine eligibility for the program.</p>
<p>Ongoing collaboration between</p>	<p>Literacy coaches and special education staff</p>	<p>New Staff, Paraprofessional, Instructional Staff,</p>	<p>On-site Training with Guided Practice, Study</p>	<p>Through the validated research based</p>

reading specialists and Emmaus HS special education teaching staff

Administrative Staff

Groups

programs of: SRA Direct Instruction in Reading, SOAR to Success, High Noon Reading series, as well as supplementary materials selected by the special education teacher, student reading grades are expected to increase 2% from the current baseline for each student.

Ongoing throughout the year, collaboration between regular and special education teachers at middle school level

Collaboration with math department chair

New Staff, Paraprofessional, Instructional Staff, Administrative Staff

Study Groups

Special education teachers participate in math team meetings chaired by the math department chair. The purpose is to have all teachers using the same math language and review of state standards addressed in the PSSA. All students use the math text approved by the district. Special education students with below proficiency scores will increase their scores by 2% over current baseline as a result of this collaboration.

Topic: Participation: the district exceeded the state benchmark established for participation in the PSSA.

There are currently no trainings entered for this topic.

Topic: Proficiency: the district exceeded the proficiency rate for reading and math established established by the state.

There are currently no trainings entered for this topic.

Personnel Development - PA NCLB Goal #1

Reflections

There are currently no reflections selected for this section.

Personnel Development - PA NCLB Goal #1

Personnel Development Activities

Topic: Reading AIMSWeb Progress Monitoring and Data Collection

Anticipated Training Dates	Training Partners	Training Participants and Audience	Training Format	Evidence of Results
Ongoing throughout the school year	Collaboration with AIMSWeb and district designated psychologist	New Staff, Paraprofessional, Instructional Staff, Administrative Staff	On-site Training with Guided Practice, Study Groups	Review of student progress monitoring results provides the special education teacher with data needed to calculate progress toward set goals. Student progress in reading is anticipated at a 1% or higher as a result of progress monitoring through AIMSWeb probes.

Topic: Math AIMSWeb Progress Monitoring and Data Collection

Anticipated	Training	Training Participants	Training Format	Evidence of
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Training Dates	Partners	and Audience	On-site Training with Guided Practice, Study Groups	Results
Ongoing throughout the school year	Collaboration with AIMSWeb and district designated psychologist	New Staff, Paraprofessional, Instructional Staff, Administrative Staff		AIMSWeb progress monitoring for math assists special education teachers in monitoring each student's progress in Math. Monthly math probes are reviewed to determine if students' target goal can be met. Students participate in the regular curriculum when appropriate, with identified accommodations. Use of Study Island.com assists the student in preparation for the PSSA. Students are placed on instructional level for progress monitoring with the goal of achieving grade level competencies.

Base Line Data

At the beginning of each school year, students are assessed in reading and math to determine baseline data for AIMSWeb data collection. The district utilizes monthly progress monitoring to assure that all students are making progress in reading and math. Students at the secondary level also use Study Island.com weekly in reading and math to assist with preparation for PSSA testing. Students are assessed on their instructional level for Study Island activities with the goal of achieving grade level proficiency.

The district uses the SRA at each grade level, a scientifically researched reading program. There are supplementary reading programs at the secondary level to support the SRA reading program.

Personnel Development - PA NCLB Goal #3

Reflections

There are currently no reflections selected for this section.

Personnel Development - PA NCLB Goal #3

Personnel Development Activities

Topic: AUTISM: Students with disabilities will be provided services by an adequately trained personnel with the knowledge and skills necessary to meet their needs.

Anticipated Training Dates	Training Partners	Training Participants and Audience	Training Format	Evidence of Results
Ongoing through the Verbal Behavior Support Project	PATTAN Staff	New Staff, Paraprofessional, Instructional Staff, Administrative Staff, Related Service Personnel	On-site Training with Guided Practice, Workshops with Joint Planning Periods, Study Groups, Monthly collaboration with project consultants	Students within the Verbal Behavior classes are assessed through the PASA. Their test results indicate they are making AYP in their specific programs. Individual data are reviewed and revisions are made to the students' IEP.

Topic: ROLE OF PARAEDUCATOR/HIGHLY QUALIFIED TEACHER: Students with disabilities will be provided services by an adequate supply of personnel with the knowledge and skills necessary to meet their needs.

Anticipated Training Dates	Training Partners	Training Participants and Audience	Training Format	Evidence of Results
Ongoing training via Training of Paraprofessional Staff (TOPS)	IU Staff	New Staff, Paraprofessional	On-site Training with Guided Practice, Distance Learning	In addition to the inservice opportunities provided by the district, the paraprofessionals are finding great success and reward from their participation in the TOPS program presented by the IU#21. Through the various workshops, paraeducators

have developed their understanding of disabilities in special education. This impacts their interactions with students. There is no accurate way to assess the degree of student improvement that occurs as a result of qualified paraprofessional. However, having students interact with knowledgeable, understanding adults makes the classroom environment a pleasant, productive place for learning to occur. Many of the paraprofessionals are taking the opportunity to complete the TOPS program and petition for certification through PDE.

Base Line Data

The East Penn School District met the benchmark that all special education students will be taught by highly qualified staff effective in the 2005-06 school year. To date, the district has hired new staff that are highly qualified for their position as measured by the Praxis examination or being duly certified in another academic area outside of special education.

Each year all staff, including special education, participate in professional development activities. Staff have a choice of educational topics including required workshops dealing with student learning: Brain-Based Teaching, Understanding by Design: Teaching and Assessing for Learning, Academic Literacy, and Framework for Teaching: Enhancing Professional Practice. Collaboration with colleagues and administration has assisted in developing quality classroom teachers. Special education teachers have taken on the role of co-teacher for core academic subjects. Their interactions and collaboration with the regular education teachers to meet the needs of the special education students in their classes has included many students with their non-disabled peers.

The classroom aides will be required to attend 20 hours of professional development annually as required by Chapter 14 revisions. Currently, full-time aides have a maximum of five hours for professional development at their discretion.

Personnel Development - PA NCLB Goal #5

Reflections

There are currently no reflections selected for this section.

Personnel Development - PA NCLB Goal #5

Personnel Development Activities

Topic: TRANSITION: Students with disabilities will demonstrate increased ability to successfully make the transitions to school age programs, to work, to post-secondary education and/or adulthood.

Anticipated Training Dates	Training Partners	Training Participants and Audience	Training Format	Evidence of Results
Ongoing throughout the year	IU Staff	New Staff, Paraprofessional, Instructional Staff, Administrative Staff	On-site Training with Guided Practice, Conferences, Distance Learning	<p>The district participates in the Transition Council meetings provided by the IU #21. This allows the district to understand current changes and best practices for transition to the world of work. Collaboration occurs with IU #21 staff for those students leaving Early Intervention services. East Penn participates in IEP meetings with the IU #21 staff to assist with the transition planning for school age students.</p> <p>The graduation rate for students at the HS is above</p>

the state rate. Therefore the services and collaboration that occurs for these students is meeting their needs.

Topic: Transition Educational Exiting Profile

Anticipated Training Dates	Training Partners	Training Participants and Audience	Training Format	Evidence of Results
June 23, 2008	IU Staff	Paraprofessional, Instructional Staff, Administrative Staff	On-site Training with Guided Practice	Completion of this workshop will enhance teacher effectiveness in accurately documenting student's employment skills increasing success in the job market. Collaboration with parents and students, will assist with graduation goals in preparation for transition after school, and in setting realistic graduation goals during the high school experience. Impact on graduation rate is 1% per year.

Topic: Transition Academy at Muhlenberg College for High School Students

Anticipated Training Dates	Training Partners	Training Participants and Audience	Training Format	Evidence of Results
Spring 2008 and Spring	IU Staff, Collaboration	Parent, New Staff, Paraprofessional,	Conferences	Twelfth grade students with

2009	with Muhlenberg College, local county agencies	Instructional Staff, Administrative Staff, Related Service Personnel	disabilities have the opportunity to attend this Transition Academy to assist with post- graduation plans. Impact on graduation rate is 2% for those students who attend.
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Base Line Data

Using indicators for Graduation and Drop-out rates, the East Penn SD exceeded both the state and SPP targets for the 2006-07. The district graduation rate for special education students is 93.48% and the drop-out rate is 6.52%.

Behavior Support Services

Reflections

- **Legacy Dataview 1800**

Strength Last Modified:

The district will continue to engage students in co-taught inclusive settings or pull-out setting pending specific individual education plans. Special education teachers will collaborate with regular education teachers to discuss state standards and how all students will be instructed to achieve understanding of concepts. Students will continue to be tested with 4Sight Benchmark tests to evaluate success on the PSSA. Students will continue to use Study Island computer program to assist with the PSSA preparation. Teachers will use AIMS-Web Reading Assessment probes for progress monitoring in reading. Teachers will use AIMS-Web Math Assessment for progress monitoring in math. The district is using scientifically validated research-based instructional programs at the elementary, middle and high school levels. Programs at the elementary level include: SRA Reading Mastery and Corrective Reading programs. At the middle level utilization of SRA Reading Mastery and Houghton Mifflin SOAR to Success reading programs. The high school level uses SRA Reading Mastery and Houghton Mifflin Soar to Success and High Noon. The district will continue to use SOAR Reading program at the middle level as supplementary reading materials for those students below grade level. Elementary: At the elementary level, all special education students in grades 3, 4, and 5, met state requirements in reading and mathematics to achieve AYP.

Concern Last Modified:

Some special education students will continue to make little progress in reaching the goals for proficiency in reading and math despite the intensive interventions available. Emmaus High School Reading: 11th Grade - 25% of IEP students were Proficient or Advanced in Reading. This is an increase of 8% from 2006 PSSA scores, yet fell short of the projected goal of 31% of IEP 11th grade students scoring Proficient by 6%. The 11th grade IEP subgroup made AYP through Safe Harbor. Mathematics: 11th grade IEP subgroup - 15% scored at the Proficient or Advanced level. This is an increase of 15% from 2006; however, the objective fell short of the 19% projected goal by 4%. The 11th

grade IEP subgroup made AYP through Safe Harbor. Lower Macungie Middle School Reading: In grade 6, 19.5% of IEP students scored Proficient. This is a decrease of 7.8% from the 2005-06 PSSA scores. In Grade 7, 30.6% of IEP students scored Proficient. This is an increase of 5.1% from the 2005-06 scores. In Grade 8, 31.1% of IEP students scored Proficient. This is an increase of 3.1% from the 2005-06 scores. Overall, IEP students improved proficiency by 3% from 2006 to 2007. This increase was at the Advanced Level. Mathematics: In grade 6, 27.8% of IEP students scored Proficient. This is a decrease of 8.6% from the 2005-06 scores. In Grade 7, 36.7% of IEP students scored Proficient. This is an increase of 2.7% from the 2005-06 scores. In Grade 8, 28.9% of IEP students scored Proficient. This is an increase of 20.9% from the 2005-06 scores. Eyer Middle School Reading: Objective for proficiency is 54% In Grade 6, 33% of IEP students scored Proficient. This is an increase of 1% from the 2005-06 scores. In Grade 7, 59% of IEP students scored Proficient. This is an increase of 13% from the 2005-06 scores In Grade 8, 34% of IEP students scored Proficient. This is a decrease of 5% from the 2005-06 scores. Mathematics: Objective for proficiency is 45% In Grade 6, 40% of IEP students scored Proficient. This is an increase of 18% from the 2005-06 scores. In Grade 7, 36% of IEP students scored Proficient. This is a decrease of 2% from the 2005-06 scores. In Grade 8, 47% of IEP students scored Proficient. This is an increase of 2% from the 2005-06 scores.

Behavior Support Services

Personnel Development Activities

Topic: Positive Behavioral Supports

Students with disabilities will interact with others in their school environments in an effective manner so that their behavior does not impede their learning or the learning of others.

Anticipated Training Dates	Training Partners	Training Participants and Audience	Training Format	Evidence of Results
All Emotional Support teachers and teacher aides were trained by CLIU in the fall of 2007. Three Special Education Supervisors were trained. Additional trainings will occur in July and August of 2008. Additional training sessions will	IU Staff	Paraprofessional, Instructional Staff, Related Service Personnel	On-site Training with Guided Practice	Currently, the number of students with in-school suspension or expulsions totaling 10 days or less includes 54 male students and 16 female students. The number of students with out-of-school suspension or expulsion totaling greater than 10 days is zero. The positive effects of our Behavior Management

be added for new staff and recertification requirements for CPI.

policy will improve the number of out-of-school or in-school suspensions by decreasing the total number of students affected by 1% per year.

Topic: School-based Behavioral Health- Teen Screen

Anticipated Training Dates	Training Partners	Training Participants and Audience	Training Format	Evidence of Results
Fall 2008, Fall 2009	Higher Education Staff	New Staff, Instructional Staff, Administrative Staff, Related Service Personnel	Workshops with Joint Planning Periods	Guidance counselors and psychologists continue to implement Teen Screen, a mental health screening program initiated through Columbia University.

Topic: De-escalation Techniques- Crisis Prevention Intervention Training

Anticipated Training Dates	Training Partners	Training Participants and Audience	Training Format	Evidence of Results
Fall 2008, Spring 2009, Fall 2009- required for new staff only	IU Staff	Paraprofessional, Instructional Staff, Administrative Staff, Related Service Personnel	On-site Training with Guided Practice	Properly trained staff in Crisis Prevention Intervention will decrease out-of-school suspension by 1% of previous year's baseline data of 54 males and 16 females receiving OSS for 2006-07 school year.

Topic: Student Assistance Program- Crisis Response Teams

Anticipated Training	Training Partners	Training Participants	Training Format	Evidence of
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Training Dates	Partners	and Audience		Results
Fall 2008	IU Staff, Community Resources	New Staff, Instructional Staff, Administrative Staff, Related Service Personnel	On-site Training with Guided Practice, Workshops with Joint Planning Periods, Conferences, Study Groups	At each building level, a Crisis Response team receives on-going annual training to assist with maintaining safe school environment, and to support all students in school. Impact on the degree of improvement in providing a safe, healthy environment is 1% for graduation rate and school attendance. This will also decrease inappropriate behavior that may also lead to in-school or out-of-school suspension.

Summarized School District Policy

On January 28, 2008 the East Penn School Board revised and approved school board policy #249 regarding Behavioral Support Relating to Special Education Services and Programs. The district policy provides a continuum of positive supports to assist with managing inappropriate behaviors. Students are provided behavioral supports via their Individual Behavior Intervention Plan (BIP) which provides positive supports throughout their academic day. Revisions to the BIP occur when data indicate a student is not being successful and experiencing inappropriate behaviors. Every effort is made to keep the student within the mainstream. However, when teacher or aide support within the mainstream prove ineffective, the IEP team convenes to determine if the placement is appropriate or if another setting is needed to support the student. In the past, students have successfully used self-monitoring checklists, engaged in the TALID system for preferred reinforcement, had the assistance of an aide in the classroom to redirect behavior/focus to task. When the IEP team determines that the student cannot function in the mainstream, an alternate setting is determined for the student in an effort to redirect behavior with the goal of reintroduction into the mainstream when behaviors improve.

Interagency Collaboration (11 P.S. §875.304)

Ensuring FAPE/Hard to Place Students

To date, the district has been successful in providing appropriate placements for all students. In the event a situation would arise that would prevent an eligible student from receiving FAPE, the following options will be employed:

- Collaboration between neighboring school districts for implementation of the student's IEP
- Utilization of IU # 21 Facilities Plan for Special Education to assist with low incidence disability placements
- Work with Lehigh County Interagency Collaboration has assisted in placement for students with mental health needs
- Collaboration and interventions with the district social worker who is the liaison between parents, district and the county systems
- Contact PaTTAN to assist with those students who would be considered part of the Cordero Class Action

Local Continuum of Supports and Services

The East Penn School District collaborates as an active participant in the review and development of the IU #21 Facility Plan for Special Education. East Penn School District is the host district for Life Skills Support for students outside the district located with IU #21. The district also accepts students from neighboring districts for Emotional Support classes which are operated by the district staff. The district utilizes the fair share opportunities for placements/programs for low incidence or behavioral supports for those students who cannot be served within the district. To date the district has approximately 53 students who are educated outside of the district. Placements of students in neighboring school districts assists with program options for exceptional students. The district utilizes Multiple Disabilities Support/Behavioral and Multiple Disabilities Support/ Functional, Partial Hospitalization/ Emotional Support programs, Hearing Support, APS, and Private Alternate Schools to assist with student programs.

The district participates in the ACCESS program. A designated support staff manages all paperwork for this process. This staff acts as liaison to parents to answer questions about the ACCESS funding. The number of students billed to ACCESS is 310.

Expansion of Continuum of Supports and Services

The East Penn School District collaborates with the following agencies to expand supports and services and educational placements for students found eligible for services:

- IU #21 Facilities Plan
- Collaboration with other neighboring school districts
- Home and school visitor to expand discussion with families
- Lehigh County Child and Youth Services
- Collaboration with PaTTAN for securing difficult placements
- Collaboration with private schools within the area
- Collaboration with approved private schools
- Invitation to participate in IEP meetings to private home service providers
- Collaboration with OVR for students eligible for services after graduation
- Collaboration with local community colleges for transition services for students
- Invitation to participate in IEP meetings to appropriate participants to discuss student's needs and programs to determine appropriate placement.

Program Profile

ID	OPR	Location / Building Name	Bldg Grade	Bldg Type	Type of Support	Type of Service	Low Age	High Age	Case load	Tchr FTE
-	SD	LMMS	M	GE	FT	AS	13	15	3	1.00
-	SD	LMMS	M	GE	S	ES	11	13	8	1.00
-	SD	LMMS	M	GE	S	LS	11	13	12	1.00
-	SD	LMMS	M	GE	S	LS	11	13	13	1.00
-	SD	LMMS	M	GE	I	LS	11	13	12	1.00
-	SD	LMMS	M	GE	S	LS	12	14	12	1.00
-	SD	LMMS	M	GE	S	LS	12	14	14	1.00
-	SD	LMMS	M	GE	S	LS	12	13	10	1.00
-	SD	LMMS	M	GE	S	LS	13	14	14	1.00
-	SD	LMMS	M	GE	S	LS	12	14	10	1.00
-	SD	LMMS	M	GE	S	LS	14	15	10	1.00
-	SD	Eyer	M	GE	S	LS	11	13	11	1.00
-	SD	Eyer	M	GE	S	LS	11	14	10	1.00
-	SD	Eyer	M	GE	S	LS	12	13	14	1.00
-	SD	Eyer	M	GE	S	LS	12	16	12	1.00
-	SD	Eyer	M	GE	S	LS	13	15	12	1.00
-	SD	Wescosville	E	GE	I	SLS	6	11	27	1.00
-	SD	LMMS	M	GE	I	SLS	11	13	5	.5
-	SD	EHS	S	GE	I	SLS	17	18	2	.5
-	SD	LMES	E	GE	I	SLS	5	6	31	1.00
-	SD	Shoemaker	E	GE	I	SLS	7	11	45	1.00
-	SD	Jefferson	E	GE	I	SLS	5	11	18	.4
-	SD	Lincoln	E	GE	I	SLS	5	11	19	.6
-	SD	Macungie	E	GE	I	SLS	7	11	34	1.00
-	SD	Alburtis	E	GE	I	SLS	6	10	34	1.00
-	SD	Eyer	M	GE	I	SLS	12	14	14	.8
-	SD	EHS	S	GE	I	SLS	15	16	2	.2
-	SD	EHS	S	GE	I	LS	15	19	17	1.00
-	SD	EHS	S	GE	S	LS	14	18	15	1.00
-	SD	EHS	S	GE	I	LS	16	19	17	1.00
-	SD	EHS	S	GE	I	LS	15	18	17	1.00
-	SD	EHS	S	GE	S	LS	14	18	19	1.00
-	SD	EHS	S	GE	S	ES	15	19	8	1.00
-	SD	EHS	S	GE	I	LS	14	18	13	1.00
-	SD	EHS	S	GE	S	LS	15	18	12	1.00
-	SD	EHS	S	GE	S	LS	15	19	15	1.00
-	SD	EHS	S	GE	I	LS	14	18	13	1.00
-	SD	EHS	S	GE	S	LS	15	19	15	1.00

-	SD	EHS	S	GE	FT	AS	14	18	8	1.00
-	SD	EHS	S	GE	S	LS	14	18	15	1.00
-	SD	EHS	S	GE	I	LS	14	18	16	1.00
-	SD	EHS	S	GE	S	LS	14	18	15	1.00
-	SD	EHS	S	GE	S	ES	15	19	9	1.00
-	SD	EHS	S	GE	S	LS	17	21	8	1.00
-	SD	EHS	S	GE	S	LS	15	19	15	1.00
-	SD	Alburtis	E	GE	S	LS	10	11	5	1.00
-	SD	Macungie	E	GE	S	LS	9	12	10	1.00
-	SD	Shoemaker	E	GE	I	ES	11	12	6	1.00
-	SD	Shoemaker	E	GE	S	LS	8	10	8	1.00
-	SD	Wescosville	E	GE	S	LS	11	12	10	1.00
-	SD	Alburtis	E	GE	S	LS	10	12	18	1.00
-	SD	Macungie	E	GE	S	LS	9	11	16	1.00
-	SD	Shoemaker	E	GE	S	LS	10	12	12	1.00
-	SD	Lincoln	E	GE	S	LS	9	11	14	1.00
-	SD	Wescosville	E	GE	S	LS	8	10	12	1.00
-	SD	Wescosville	E	GE	S	LS	10	11	8	1.00
-	SD	Wescosville	E	GE	FT	AS	7	9	5	1.00
-	SD	Lincoln	E	GE	S	LS	6	9	8	1.00
-	SD	LMES	E	GE	FT	LS	5	7	10	1.00
-	SD	Macungie	E	GE	S	LS	10	13	10	1.00
-	SD	Alburtis	E	GE	S	LS	8	10	9	1.00
-	SD	Jefferson	E	GE	S	LS	10	12	17	1.00
-	SD	Macungie	E	GE	I	LS	8	9	7	1.00
-	SD	Alburtis	E	GE	S	LS	8	10	16	1.00
-	SD	Wescosville	E	GE	FT	AS	8	10	5	1.00
-	SD	Shoemaker	E	GE	FT	ES	7	9	6	1.00
-	SD	Jefferson	E	GE	S	LS	8	9	9	1.00

Justification: All speech teachers are assigned to a specific building to provide speech services to eligible students. The elementary buildings have K-5 configuration. The speech teacher serves all of the students in that building as an assignment; however, appropriate instructional and therapy groups are maintained within the required 3 years age range at the elementary level.

Support Staff (District)

School District: East Penn SD

ID	OPR	Title	Location		FTE
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-	SD	Director of Pupil Personnel Services	All Schools	1.00
-	SD	Supervisor of Special Education	Elementary Schools	1.00
-	SD	Supervisor of Special Education	Middle Schools	1.00
-	SD	Supervisor of Special Education	High School	1.00
-	SD	Psychologist	Emmaus High School, Macungie Elementary School	1.00
-	SD	Psychologist	Shoemaker Elementary School	1.00
-	SD	Psychologist	Middle Schools	1.00
-	SD	Psychologist	Lincoln and Alburtis Elementary Schools	1.00
-	SD	Psychologist	Wescosville and Jefferson Elementary Schools	1.00
-	SD	Educational Diagnostician	All Schools	1.00
-	SD	School Social Worker	All Schools	1.00

Contracted Support Services

ID	IU / Agency	Title / Service	Amount of Time per Week
-	IU 21	Physical Therapy	470 Minutes
-	IU 21	Occupational Therapy	61 Hours
-	IU 21	Orientation and Mobility	193 Minutes
-	IU 21	Hearing Support	232 Minutes
-	IU 21	Audiology Services	3 Hours
-	IU 21	Work Experience	240 Hours
-	IU 21	Mental Health Services	10 Hours
-	IU 21	Psychiatric Evaluations	1 Hours
-	IU 21	Psychological Evaluations	10 Hours
-	IU 21	Vision	40 Minutes
-	IU 21	Adaptive Physical Education	19 Hours
-	IU 21	Interpreter	55 Hours
-	IU 21	Speech & Language Pathology/Therapy	22 Hours
-	IU 21	Sign Language Tutor	3 Hours
-	IU 21	Transportation	5 Days

Statement of Assurance

Assurance for the Operation of Special Education Services and Programs

School Years: 2011 - 2014

The East Penn SD within Carbon-Lehigh IU 21 assures that the school district will comply with the requirements of 22 Pa. Code Chapter 14 and with the policies and procedures of PDE. PDE will specify, in writing, policies and procedures to be followed. Requests for any deviations from these regulations, standards, policies, and procedures must be made in writing to PDE. The school district understands that special education reports will be approved by PDE in accordance with the following criteria as set forth in 22 Pa. School Code § 14.104:

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 report 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 assures 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.

This assurance must be signed by the School Board President and the Superintendent for the school district to operate services and programs.

Board President

Date

Superintendent

Date

Pennsylvania Department of Education

Commonwealth of Pennsylvania
Department of Education
333 Market Street
Harrisburg, PA 17126-0333

Educational Technology Report Wednesday, March 04, 2009 (Last approved Monday, February 23, 2009)

Entity: East Penn SD
Address: 800 Pine Street
Emmaus, PA 18049-0000
Phone: (610) 966-8300
Contact Name: Thomas Seidenberger

Mission

The East Penn School District will provide a learning environment in which students become problem solvers, collaborators, and critical thinkers.

Vision

The East Penn School District will empower students to maximize their individual potential and become lifelong learners and contributors to a global society.

Shared Values

1. We believe education is an ever-changing lifelong process and people need to view themselves as life-long learners.
2. We believe students have a shared responsibility for their own learning.
3. We believe students of today will live in a different future and we must prepare them to confront new challenges.
4. We believe the East Penn School District must continue to provide an excellent program that addresses the educational needs of all students in a safe and supportive environment.
5. We believe a commitment to continuous improvement is essential to achieve the mission of the East Penn School District.
6. We believe the collaboration between the home, the school district, and the community has a direct correlation to the quality of the educational system and the experience of each student.
7. We believe a strong foundation of experiences leads to constructively contributing citizens who understand the effects of their actions.
8. We believe that a strong and effective education system is essential to both the survival and prosperity of a democratic society.

Needs Assessment

Reflections

There are currently no reflections selected for this section.

PSSA data on 11th grade students with IEPs is reviewed yearly. Students having below basic scores are designated to participate in a remedial reading program for a double period for remediation. This course is offered to any student functioning in the below basic range. 4Sight Bench mark testing is completed 3 times yearly to assess student progress in grades 9 through 12. Monthly progress monitoring of each student occurs via AIMSWEB to assure students are making progress in their IEP goals. The 11th grade Special Education cohort group and data collection is closely monitored to assure students are making progress in their remediation program. Student and classroom teacher discuss academic data to assure students understand their academic progress and what needs to occur to maintain positive growth in the affected subject. IEP goals are reviewed and revised to assure that teaching strategies are appropriate to meet students needs. The

At Lower Macungie Middle School and Eyer Middle School the plan for the 2009-2010 school year is to support students with the use of laptops to assist with reading and math skills activities. Also this year the district is involved in purchasing new reading materials and math materials from a yet to be determined vendor. The focus on the reading program will be a program that is standards aligned which should assist with the raising the PASA scores in reading. The district goal is to purchase a reading program with a strong comprehension component to assist

students in reading across the curriculum in other academic areas of Science and Social Studies. Our data supports that students at the middle level require a strong comprehension component to combat the deficiencies in reading. Our students have phonics skills while their deficits are isolated in comprehending what they are reading inconjunction with higher order thinking skills.

In the area of math the middle school students require a curriculum that is focused on algebraic and geometric concepts that align with state standards. This new series will benefit those students who require small group instruction to master more difficult concepts expected and outlined by the state standards.

Teachers are supported to attend workshops and conferences to enhance and hone their teaching strategies and skills. At the middle level there is daily team planning that affords disucssion of student progress. Review of student data as well as IEP goals occur through teacher, student and parent collaboration with IEP goal revision occurring as appropriate through this review process. Teacher collaboration also occurs to discuss data results of 4Sigth Benchmark testing in reading and math.

For next year protable laptop and carts are part of the technology budget so that special education teachers have access to computers in their rooms. This will assist with internet web activities to reinforce deficits in reading and math. Teacher surveys coordianted through Curriculum and Instruction are conducted yearly to determine teacher identified requests for workshops for the subsequent year. At both middle schools there is a literacy and numeracy coach to assist classroom teachers in understanding the PSSA data as it realtes to classroom concepts delivery of instuction. All teachers have professional development days planned at the building or by the district to address issues that are problematic as identified by PSSA data review. Through all of these collaborative activities teahers are astute in understanding and interpreting data while changing classroom instruction to improve student learning.

Goals and Strategies

Goal: 2. Community Involvement and Partnerships

Description: The East Penn School District will encourage and promote community involvement and collaborative partnerships.

Strategy: Continue to maintain and expand contact with parents throughout the district using various forums.

Description:

Activity: Enable home access from eSchoolPlus. Parents will be able to access student information.

Description:

Person Responsible	Timeline for Implementation	Resources
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Michael Mohn	Start: 7/1/2008 Finish: 7/1/2009	\$2,500.00
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Status: Not Started — Overdue

Activity: Implement an emergency contact system during the 2008-2009 school year.

Description:

Person Responsible	Timeline for Implementation	Resources
Michael Mohn	Start: 1/1/2008 Finish: 6/30/2009	\$5,528.00

Status: Not Started — Overdue

Activity: Make all teacher websites uniform.
Description:

Person Responsible	Timeline for Implementation	Resources
Michael Mohn	Start: 1/1/2008 Finish: 6/30/2009	-

Status: Not Started — Overdue

Activity: Make forms and information easily accessible in order to communicate with students and parents.
Description:

Person Responsible	Timeline for Implementation	Resources
Michael Mohn	Start: 7/1/2008 Finish: 6/30/2009	-

Status: Not Started — Overdue

Goal: 3. Professional Education

Description: The East Penn School District will foster professional growth and provide opportunities to enhance the performance of the entire employee team, so as to be consistent with student, educator, building and district needs.

Strategy: Create a technology training center available to the East Penn School District and stakeholders in the community.

Description:

Activity: Create online resources for technology integration, training, instructions and resources.

Description: Create online resources for technology integration, training, instructions and resources in order to support a learner-centered strategy that address diverse needs of students and develops student's higher order skills and creativity.

Person Responsible	Timeline for Implementation	Resources
Michael Mohn	Start: 1/1/2009 Finish: Ongoing	-

Status: Not Started — Overdue

Activity: Hold one-on-one and small group training.
Description:

Person Responsible	Timeline for Implementation	Resources
Michael Mohn	Start: 1/1/2009 Finish: Ongoing	-

Status: Not Started — Overdue

Activity: Increase ability to host conferences (local, regional and national), professional groups and associations.
Description:

Person Responsible	Timeline for Implementation	Resources
Michael Mohn	Start: 1/1/2009 Finish: Ongoing	-

Status: Not Started — Overdue

Activity: Offer video and podcasting, instruction, testing and development.
Description:

Person Responsible	Timeline for Implementation	Resources
Michael Mohn	Start: 1/1/2009 Finish: Ongoing	\$5,528.00

Status: Not Started — Overdue

Activity: Provide access to all district owned technology resources available throughout the district in order to evaluate them for accuracy and suitability.
Description:

Person Responsible	Timeline for Implementation	Resources
Michael Mohn	Start: 7/1/2008 Finish: 11/25/2008	\$50,000.00

Status: Not Started — Overdue

Activity: Provide training for troubleshooting, technical training, software training, confidentiality, etiquette and proper use in order to enhance instruction.
Description:

Communication safety.

Description:

Activity: Maintain compliance and enforcement of the AUP.

Description:

Person Responsible Timeline for Implementation Resources

Michael Mohn	Start: 1/1/2009 Finish: Ongoing	-
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Status: Not Started — Overdue

Activity: Model and teach legal and ethical practice related to technology use.

Description:

Person Responsible Timeline for Implementation Resources

Michael Mohn	Start: 1/1/2009 Finish: Ongoing	-
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Status: Not Started — Overdue

Activity: Support training for parents on Internet safety issues.

Description:

Person Responsible Timeline for Implementation Resources

Michael Mohn	Start: 1/1/2009 Finish: Ongoing	-
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Status: Not Started — Overdue

Strategy: Examine classrooms and assess physical safety needs.

Description:

Activity: Evaluate classrooms to ensure safe classrooms for students.

Description:

Person Responsible Timeline for Implementation Resources

Michael Mohn	Start: 7/1/2008 Finish: 7/31/2009	-
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Status: Not Started — Overdue

Activity: Evaluate power consumption to meet code regulations.

Description:

Person Responsible	Timeline for Implementation	Resources
Michael Mohn	Start: 7/1/2008 Finish: 6/30/2009	\$5,000.00

Status: Not Started — Overdue

Goal: 5. Comprehensive Annual Student Assessment Program

Description: 5. The East Penn School District administrative team and teachers will regularly evaluate and enhance the comprehensive annual student assessment program.

Strategy: Develop, evaluate and expand our student management system (eSchoolPlus).

Description:

Activity: Continue to develop our existing student information system and apply technology to increase productivity.

Description:

Person Responsible	Timeline for Implementation	Resources
Michael Mohn	Start: 1/1/2009 Finish: Ongoing	-

Status: Not Started — Overdue

Activity: Investigate the application of technology in assessing student learning of subject matter using a variety of assessment techniques.

Description:

Person Responsible	Timeline for Implementation	Resources
Michael Mohn	Start: 7/1/2008 Finish: 6/30/2009	\$7,500.00

Status: Not Started — Overdue

Activity: Use existing software for data export to a data management system.

Description:

Person Responsible	Timeline for Implementation	Resources
Michael Mohn	Start: 7/1/2008 Finish: 6/30/2009	\$25,000.00

Status: Not Started — Overdue

Goal: 6. Leader in Education

Description: 6. The East Penn School District will set and achieve standards to establish our

school district as a leader in education.

Strategy: Reestablish a District Technology Committee.

Description:

Activity: Appoint and maintain a district technology team that will monitor, review and develop standards for teachers and students based on ISTE standards and 21st Century Skills.

Description:

Person Responsible **Timeline for Implementation** **Resources**

Michael Mohn	Start: 7/1/2008 Finish: 6/30/2009	-
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Status: Not Started — Overdue

Goal: 7. Technology

Description: The East Penn School District will continue to research, develop, and implement its current and future technology plan to enhance student learning and foster new opportunities.

Strategy: Collaborate with the office of Curriculum and Instruction in order to help support student learning goals.

Description:

Activity: Accelerate technology adoption.

Description:

Person Responsible **Timeline for Implementation** **Resources**

Michael Mohn	Start: 1/1/2009 Finish: Ongoing	-
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Status: Not Started — Overdue

Activity: Support the integration of technology into the curriculum.

Description:

Person Responsible **Timeline for Implementation** **Resources**

Michael Mohn	Start: 1/1/2009 Finish: Ongoing	-
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Status: Not Started — Overdue

Activity: Support the training of professional staff.

Description:

Person Responsible **Timeline for Implementation** **Resources**

Michael Mohn	Start: 1/1/2009	-
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Finish: Ongoing

Status: Not Started — Overdue

Strategy: Improve the efficiency of the Office of Information Technology and create a solid foundation.

Description:

Activity: Create a hardware refresh cycle

Description:

Person Responsible	Timeline for Implementation	Resources
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Michael Mohn	Start: 7/1/2008 Finish: 6/30/2009	-
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Status: Not Started — Overdue

Activity: Create emphasis on customer service.

Description:

Person Responsible	Timeline for Implementation	Resources
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Michael Mohn	Start: 7/1/2008 Finish: 6/30/2009	\$1,000.00
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Status: Not Started — Overdue

Activity: Deploy technology in an equitable manner in a unified approach.

Description:

Person Responsible	Timeline for Implementation	Resources
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Michael Mohn	Start: 7/1/2008 Finish: 6/30/2009	-
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Status: Not Started — Overdue

Activity: Evaluate existing services.

Description:

Person Responsible	Timeline for Implementation	Resources
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Michael Mohn	Start: 7/1/2008 Finish: 6/30/2009	-
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Status: Not Started — Overdue

Activity: Facilitate equitable access to technology resources for all students.

Description:

Person Responsible	Timeline for Implementation	Resources
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Michael Mohn	Start: 1/1/2009 Finish: Ongoing	-
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Status: Not Started — Overdue

Activity: Identify network utilities needed to manage student learning activities (monitoring, filtering, virus and spyware protection etc.)

Description:

Person Responsible	Timeline for Implementation	Resources
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Michael Mohn	Start: 7/1/2008 Finish: 6/30/2009	\$5,000.00
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Status: Not Started — Overdue

Activity: Investigate software compatibility and licenses.

Description:

Person Responsible	Timeline for Implementation	Resources
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Michael Mohn	Start: 7/1/2008 Finish: 6/30/2009	\$5,000.00
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Status: Not Started — Overdue

Activity: Research and identify tools and emerging technology and funding sources.

Description:

Person Responsible	Timeline for Implementation	Resources
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Michael Mohn	Start: 1/1/2009 Finish: Ongoing	-
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Status: Not Started — Overdue

Goal: 8. Decision-making

Description: The East Penn School District in an effort to improve the overall vitality of the school district, will develop and implement a consistent approach to decision-making at all levels in the organization with an emphasis on internal communications.

Strategy: Create a process that fosters innovation across the district.

Description: Conduct brainstorming sessions with administrators and staff to identify key components of a process that fosters innovation.

Activity: Align curriculum cycle and hardware and software needs.

Description:

Person Responsible Timeline for Implementation Resources

Michael Mohn	Start: 1/1/2009 Finish: Ongoing	-
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Status: Not Started — Overdue

Activity: Communicate budget process and project updates.

Description:

Person Responsible Timeline for Implementation Resources

Michael Mohn	Start: 1/1/2009 Finish: Ongoing	-
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Status: Not Started — Overdue

Activity: Communicate equitable deployment of digital classrooms.

Description:

Person Responsible Timeline for Implementation Resources

Michael Mohn	Start: 7/1/2008 Finish: 6/30/2009	-
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Status: Not Started — Overdue

Activity: Communicate shared decision-making.

Description:

Person Responsible Timeline for Implementation Resources

Michael Mohn	Start: 1/1/2009 Finish: Ongoing	-
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Status: Not Started — Overdue

Activity: Create a process and tool for internal posting of district information and forms.

Description:

Person Responsible Timeline for Implementation Resources

Person Responsible Timeline for Implementation Resources

Michael Mohn	Start: 1/1/2009 Finish: Ongoing	-
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Status: Not Started — Overdue

Activity: Provide scalable infrastructure driven by application requirements needed to support teaching and learning with technology when planning learning environments and experiences.
Description:

Person Responsible Timeline for Implementation Resources

Michael Mohn	Start: 1/1/2009 Finish: Ongoing	-
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Status: Not Started — Overdue**Budget****Potential Funding Distribution**

Funding Source	2009-2010	2010-2011	2011-2012	Total
010 - ADMINISTRATIVE BUDGET	\$105,528.00	\$180,000.00	\$0.00	\$285,528.00
Grand Total	\$105,528.00	\$180,000.00	\$0.00	\$285,528.00

Goal: 3. Professional Education

The East Penn School District will foster professional growth and provide opportunities to enhance the performance of the entire employee team, so as to be consistent with student, educator, building and district needs.

Create a technology training center available to the East Penn School District and stakeholders in the community.	2009-2010	2010-2011	2011-2012	Total	Funding Source
Offer video and podcasting, instruction, testing and development.	\$5,528.00	\$0.00	\$0.00	\$5,528.00	010 - ADMINISTRATIVE BUDGET
Subtotal	\$5,528.00	\$0.00	\$0.00	\$5,528.00	

Goal: 9. Master Plan

The East Penn School District will develop, routinely monitor, and review a district-wide Master Plan based on demographic trends, regulations, and the overall quality of existing buildings and facilities. The plan will include a set of prioritized short and long term facility enhancement projects.

Contribute technology specific recommendations based on need and usage.	2009-2010	2010-2011	2011-2012	Total	Funding Source
Investigate, design and install wireless solutions for all buildings.	\$100,000.00	\$180,000.00	\$0.00	\$280,000.00	010 - ADMINISTRATIVE BUDGET
Subtotal	\$100,000.00	\$180,000.00	\$0.00	\$280,000.00	
Grand Total	\$105,528.00	\$180,000.00	\$0.00	\$285,528.00	

Staff Development

The East Penn School District has initiated the construction of a Technology Training Center at Eyer Middle School. This Training Center will be open to all K-12 personnel as well as the community. It is outfitted with current technology available in all buildings, in order to facilitate the integration of the technology into all district classrooms. Two full-time technology integration teachers are employed by the district, and they will facilitate the majority of the training sessions hosted in the center. In addition, outside facilitators will be employed. Through the district's Professional Development Institute, teachers are required to complete a dedicated amount of professional development hours. Incorporated into these hours are technology required trainings. The district supports the Professional Development Institute with funding. Currently, the Professional Development Institute (PDI) provides technology workshops focused on developing PowerPoints, utilization of whiteboards, development of web pages, podcasting, integration of videostreaming and other workshops that reflect the technology available to our staff in the district. PDI provides opportunities for collaboration between departments, grade levels, subject areas, and schools in the use of technology.

The East Penn School District has partnerships with technology vendors, who provide additional training through our PDI program. In addition, trainings are made available to the staff at the Intermediate Unit, attendance at conferences and workshops, courses delivered via distance learning, courses at institutions of higher education through district funding. These include ISTE webinars, PaTTAN workshops/training sessions, and PDE-sponsored webinars.

Monitoring

Technology professional development is monitored by the Technology Director, the Director of Professional Development, and the building principals in East Penn. The utilization of the technology will be monitored by building and district administrators on a continuous basis. Through the district's observation/evaluation process, the appropriate integration of technology into classrooms will be monitored. The integration of technology will be monitored to insure alignment with the District's strategic plan.

Evaluation

All professional development activities are evaluated by participants utilizing a form that is aligned to the PDE Act 48 template for evaluation. These evaluations are carefully reviewed by the Directors of Information Technology and Professional Development, as well as the facilitators of

each session. In addition, an annual survey is conducted to elicit needs and interests of the entire staff that guides the district in developing Professional Development Institute offerings in technology.

Pennsylvania Department of Education

Commonwealth of Pennsylvania
Department of Education
333 Market Street
Harrisburg, PA 17126-0333

Student Services Report **Wednesday, March 04, 2009** **(Last approved Tuesday, January 13, 2009)**

Entity: East Penn SD
Address: 800 Pine Street
Emmaus, PA 18049-0000
Phone: (610) 966-8300
Contact Name: Thomas Seidenberger

Educational Community

The East Penn School District is located in the Lehigh Valley's eastern Pennsylvania in the southern part of Lehigh County. The District encompasses 45.4 square miles and is composed of Alburis, Emmaus, and Macungie Boroughs and Lower Macungie and Upper Milford Townships. The school district serves students in seven elementary schools, two middle schools, and one high school. The K-12 enrollment in October 2007 was 8043 which included 3359 elementary, 1866 at the two middle schools and 2818 at the high school. There are approximately 530 faculty members.

Community Profile

The East Penn School District is located in the Lehigh Valley's metropolitan area which has a total population of a half million people. With proximity to New York City, Philadelphia, the Pocono Mountains and the New Jersey shore, East Penn is an ideal location that is experiencing residential and business growth.

Students and Programs

The K-12 enrollment in October 2007 was 8043 which included 3359 elementary, 1866 at the two middle schools and 2818 at the high school. The Pennsylvania Department of Education has projected continued growth.

East Penn is noted for its academic excellence. Of the Class of 2008, 57% are attending four-year colleges or universities, 23% are attending two-year colleges and 2% are attending business, nursing or technical schools for a total of 80% seeking higher education. Nineteen advanced placement courses and 20 honor courses are offered at the high school. There are classes for special needs students and academically gifted on all levels.

Student activities include dramatics and musical performances as well as an active club program. At the secondary level, 25 varsity and 23 junior varsity sports are offered with over one-third of the students participating.

Staff:

The East Penn staff consists of approximately 527 professional and 480 support members. Nearly 73% of the teachers hold a master degree or beyond. Another 10% has at least 24 credits in addition to their bachelor degree. In addition to attending many workshops and conferences each year, every professional employee participates in various workshops and training activities through the Employee Development Program to enhance their particular skills. Members of our professional staff are resource persons for state, national and international conferences, adjunct college professors and published writers and researchers.

Elementary

The emphasis of the elementary curriculum is on the development of mental, physical, emotional and social abilities. A strong emphasis is placed on basic skills in language arts and mathematics, but the development of independent thinking and problem solving skills is encouraged as well.

A variety of grouping strategies is employed for instructing students in language arts and mathematics. Team-teaching approaches are used in some elementary schools. Enrichment and remediation are available to meet the needs of individual students.

*Kindergarten registration: Entrance age for admission to kindergarten is 5 years old before September 12. Birth certificate and proof of immunization are required at registration. Social security numbers are requested. Vision, hearing and speech/language screening are offered as part of the kindergarten process.

*Kindergarten programming is conducted on a half-day basis. The curriculum includes reading readiness, mathematics, science, social studies, language development, art and music, physical fitness, library, opportunities for social growth and the development of good work habits.

*Elementary curriculum (grades 1-6) includes language arts, mathematics, science, social studies, health and safety, physical education, penmanship, art, vocal and instrumental music and library education. Use of computers and associated educational technology are integrated into the various subject areas.

*The PSSA are given in grades 3 to 8 and 11.

*Special education programming includes life skills, learning support and emotional support classes in grades K-6. A gifted support program is offered in grades 1-6.

*Remedial assistance in reading and mathematics is offered to students in grades 1-6.

Middle and High School

The emphasis with the instructional program is on the development of content areas skills as well as critical thinking and problem solving. Individual and small group counseling is provided to help students develop a self-awareness of their talents and interests. Additionally, counselors provide a full range of services aimed at helping students attain personal, educational and career goals.

*The Middle school curriculum includes language arts, mathematics, social studies, science, world languages, wellness/fitness, art, music, technology education, family and consumer science, keyboarding/introduction to word processing, and vocal and instrumental music. Honors level courses are offered for some subjects.

*The Senior High curriculum includes required and elective offerings in computer science, wellness/fitness, art, music, technology education, family and consumer science, driver education and vocal and instrumental music. Honors and advanced placement courses are offered in English, social studies, math, science, world languages and computer science. Additionally, the East Penn School District is a participating member of Lehigh Career and Technical Institute. Students at the high school may elect to attend the institute and pursue a large variety of program offerings.

*Special education includes an academically gifted program, as well as learning support classes, emotional support classes and life skills support classes.

*Testing in the secondary program includes the PSSA, semester exams, AP exams and PSAT/SATs.

*Co-curricular activities include clubs, intramural and interscholastic sports, plays and musicals, opportunities to participate in student government and jazz and vocal ensembles.

Mission

The East Penn School District will provide a learning environment in which students become problem solvers, collaborators, and critical thinkers.

Vision

The East Penn School District will empower students to maximize their individual potential and become lifelong learners and contributors to a global society.

Shared Values

1. We believe education is an ever-changing lifelong process and people need to view themselves as life-long learners.
2. We believe students have a shared responsibility for their own learning.
3. We believe students of today will live in a different future and we must prepare them to confront new challenges.
4. We believe the East Penn School District must continue to provide an excellent program that addresses the educational needs of all students in a safe and supportive environment.
5. We believe a commitment to continuous improvement is essential to achieve the mission of the East Penn School District.
6. We believe the collaboration between the home, the school district, and the community has a direct correlation to the quality of the educational system and the experience of each student.
7. We believe a strong foundation of experiences leads to constructively contributing citizens who understand the effects of their actions.
8. We believe that a strong and effective education system is essential to both the survival and prosperity of a democratic society.

Strategic Planning Process

December 2007 to February 2008

Conduct internal and external needs assessment:

Needs were determined through the use of three survey instruments. A Parent/Guardian Survey (conducted by Futuristics Research, Inc.), Staff Survey (conducted by JB Associates) and Student Focus Discussion Groups (conducted by the Schlechty Group).

January 14, 2008

Board resolution to:

1) authorize the superintendent to undertake a revision of the strategic plan; 2) appoint internal facilitators; 3) authorize the board president to appoint two representatives to the Steering Committee; 4) ensure that the steering committee represent the entire EPSD community to the greatest possible extent; 5) establish progress on the strategic plan as a standing Board Agenda item.

Send letter to all current Steering Committee members asking if they would like to continue. East Penn Education Association and Act 93 appoint their own. Principals select one student from each grade 8, 9, 10, and 11.

East Penn Press display ad for community volunteers for the Steering Committee.

January 28, 2008

Confirmation and Board appointment of Steering Committee.

February 5 and 19, 2008 Steering Committee meetings

Initial meetings of Steering Committee—Tuesday, February 5 and February 19, 2008.

February 5 - The Superintendent of Schools, welcomed the members of the Steering Committee and outlined the process to be followed over the course of the next seven months. He discussed the surveys that were completed by various stakeholders that impacted the direction of the strategic plan.

The internal facilitators reviewed the charge of the committee; procedures (consensus, all are equals, all ideas are important, etc.); the timeline, and the key components of the current Strategic Plan.

February 19 — The Superintendent introduced a short video entitled; “Student Vision of Today.” The members of the committee were divided into four groups. They were asked to discuss the professional journal articles that were sent to them in late January and list key concepts that should be considered when developing the strategic plan.

Using the information gained from the small group discussion, work began on the Vision and Mission Statements. Finally, the committee members were asked to take time before the next meeting to review the goals and objectives of the current Strategic Plan and determine what elements should be carried over into the next plan.

March 4, 2008 Steering Committee Meeting

Steering Committee developed Belief Statements.

Using the high frequency rating developed by the group in February, the Steering Committee again broke into small groups to continue working on the Vision and Mission Statements by reviewing and discussing the Belief Statements from the previous Strategic Plan.

March 18, 2008 Steering Committee Meeting

Steering Committee voted on Vision and Mission Statements.

The suggested Vision and Mission Statements were developed as a result of the committee’s discussion during the past two meetings. By a vote of 18 Yes; 1 No the following Vision Statement was adopted:

The East Penn School District will empower students to maximize their individual potential and become lifelong learners and contributors to a global society.

By a vote of 14 Yes; 6 No, the Steering Committee adopted the following Mission Statement:

The East Penn School District will provide a learning environment in which students become problem solvers, collaborators and critical thinkers.

The committee was divided into four small groups and asked to report back to the whole committee, their work on the two Belief Statements. The committee then voted on the proposed

changes/decision of each Belief Statement.

Adopted Belief Statements

1. We believe education is an ever-changing lifelong process and people need to view themselves as life-long learners. 20 Yes, 1 No
2. We believe students have a shared responsibility for their own learning. 19 Yes; 2 No
3. We believe the student of today will live in a different future and we must prepare them to confront new challenges. 21 Yes; 0 No
4. We believe the East Penn School District must continue to provide an excellent program that addresses the educational needs of all students in a safe and supportive environment. 20 Yes; 1 No
5. We believe a commitment to continuous improvement is essential to achieve the mission of the East Penn School District. 21 Yes; 0 No
6. We believe the collaboration between the home, the school district, and the community has a direct correlation to the quality of the educational system and the experience of each student. 20 Yes; 1 No
7. We believe a strong foundation of experiences leads to constructively contributing citizens who understand the effects of their actions. 16 Yes; 5 No
8. We believe that a strong and effective educational system is essential to both the survival and prosperity of a democratic society. 20 Yes; 1 No

The members of the committee were asked to review, before the April 1st meeting, the action plans from the previous Strategic Plan and think about what should be included in the new plan.

April 1, 2008 Steering Committee Meeting

A member of the committee proposed an additional Belief Statement. It read:

We believe that the East Penn School District must set and achieve aggressive productivity improvement targets by producing measurably higher achievement in its students for each dollar it spends.

There was an extensive debate regarding the statement. Some felt the statement was too business oriented while others stated that there should be a relationship between achievement and the district spending plan. A vote was taken and the proposed statement was defeated by a vote of 3 Yes; 20 No.

The Steering Committee was divided into six groups and assigned two goals. Their charge was to modify the goal or abandon the goal completely. After extensive work, the following goals were adopted.

Adopted Goals

1. The East Penn School District will provide a curriculum that includes a broad array of learning experiences and opportunities. 22 Yes; 0 No
2. The East Penn School District will encourage and promote community involvement and collaborative partnerships. 18 Yes; 4 No
3. The East Penn School District will foster professional growth and provide opportunities to enhance the performance of the entire employee team so as to be consistent with students, educator, building and district needs.
4. The East Penn School District will maintain a healthy, safe, secure, and supportive environment in all facilities to accommodate and enhance the learning process. 22 Yes; 0 No
5. The East Penn School District administrative team and the teachers will regularly evaluate and

enhance the comprehensive annual student assessment program. 22 Yes, 0 No
6. The East Penn School District will set and achieve standards to establish our school district as a leader in education. 21 Yes; 1 No

At this point, the Steering Committee agreed to stop and resume working on April 15th.

**April 15, 2008
Steering Committee Meeting**

The meeting began with the introduction of the new Director of Information Technology.

The committee member proposed a modified version of the previously proposed Belief Statement. It read:

We believe that the East Penn School District must manage financial assets in an efficient and effective manner that is fiscally responsible to all members of the community.

After a brief discussion a vote was taken. The 9th Belief Statement was adopted by a vote of 12 Yes and 2 No.

Three versions of Goal #3 were introduced. The following goal was adopted by a vote of 14 Yes; 0 No.

The East Penn School District will foster professional growth and provide opportunities to enhance the performance of the entire employee team so as to be consistent with student, educator, building and district needs.

Goals 7, 8 and 9 were read and after some discussion, changes were suggested and the goals were modified.

7. The East Penn School District will continue to research, develop and implement its current and future technology plan to enhance student learning and foster new opportunities. 12 Yes; 6 No

8. The East Penn School District, in an effort to improve the overall vitality of the school district, will develop and implement a consistent approach to decision making. 17 Yes; 1 No

9. The East Penn School District will develop, routinely monitor, and review a district-wide Master Plan based on demographic trends, regulations, and the overall quality of existing buildings and facilities. The plan will include a set of prioritized short and long term facility enhancement projects. 18 Yes; 0 No.

**April 29, 2008
Steering Committee Meeting**

The Educational Technology Sub-Committee, led by the Director of Information and Technology, shared the sub-committee's work with the Steering Committee, by reviewing the objectives that were related to Goals: 2, 3, 4, 5, 6, 7, and 8.

The Special Education Sub-Committee, led by the Special Education Supervisor for the Middle Level, shared the sub-committee's work with the Steering Committee, by reviewing the objectives that were related to Goals: 1, 2, 3, 5, 6, 7, and 8.

A Steering Committee member questioned why a gifted education component was not addressed in the plan. One of the internal facilitators said she would contact PDE to find out where the gifted and talented objectives should be placed in the plan.

**May 21, 2008
Steering Committee Meeting**

The Special Education Sub-committee, led by the Supervisor for the Middle Level, presented the report for Gifted Education.

The Teacher Induction Sub-committee, led by the Director of Curriculum and Instruction, presented the report. Objectives related to Goals 3, 6 and 8 were shared.

May 28, 2008

Steering Committee Meeting

The Professional Education Sub-committee report, led by the Director of Curriculum and Instruction, presented the report. Objectives related to Goals 2, 3, 6, 7, and 8 were shared.

May 29, 2008

The Special Education Report was submitted to the Pennsylvania Department of Education.

June 3, 2008

Steering Committee Meeting

The Academic Standards and Assessment Sub-committee report was presented by the Director of Curriculum and Instruction. Objectives related to Goals 1, 2, 3, 5, were shared.

The Student Services Sub-committee report was presented by the Director of Pupil Personnel Services. Objectives related to Goals 1, 2, 3, and 4 were shared.

June 10, 2008

Steering Committee Meeting

Objectives related to Goals 8 and 9 were presented by the Superintendent of Schools. Steering Committee members will continue to review the plans as they are submitted to the Pennsylvania Department of Education.

The Steering Committee will meet periodically to review the progress of the work done to implement the Plan.

July 2, 2008

The Special Education Plan was approved by the Pennsylvania Department of Education.

July 14, 2008

The East Penn Board of School Directors approved the 2008-2014 Strategic Plan Vision, Mission, and Belief Statements.

July 25, 2008 to August 25, 2008

Public review of the final drafts of all Plans. Plans were available on the East Penn School District website.

September 8, 2008

School Board approved the 2008-14 Strategic Plan.

September 25, 2008

Strategic Plan submitted to the Pennsylvania Department of Education

Strategic Planning Committee

Name	Affiliation	Membership Category	Appointed By
Beth Witte	East Penn School District	Secondary School Teacher	East Penn School Board

Brent Ohl	East Penn School District	Secondary School Teacher	East Penn School Board
Cheryl Wetzel	Early Educator	Administrator	East Penn School District
Claudia Shulman	East Penn School District	Administrator	East Penn School District
Daniel Bonstein	Mier Insurance Company	Business Representative	East Penn School Board
Daniel Fox	East Penn School District	Ed Specialist - School Counselor	East Penn School District
Donna Brown	Adult with Children in EPSD	Parent	East Penn School Board
Francee Fuller	East Penn School District	Board Member	East Penn School Board
Francine Confer	East Penn School District	Elementary School Teacher	East Penn School Board
Glen Cheney	Adult without Children in EPSD	Other	East Penn School Board
James Lancsek	Lower Macungie Township	Business Representative	East Penn School Board
James Reitnour	Retiree	Other	East Penn School Board
Janet Spence	East Penn School District	Secondary School Teacher	East Penn School Board
Jennifer Tyma	Adult of EPSD Graduate	Other	East Penn School Board
Karen Sharkazy	East Penn School District	Secondary School Teacher	East Penn School Board
Katherine Kieres	East Penn School District	Administrator	East Penn School Board
Larry Wingard	Retiree	Other	East Penn School Board
Lygia Bellis	Adult of EPSD Graduate	Other	East Penn School Board
Maria McNabb	East Penn School District - Support Staff	Other	East Penn School Board
Mary Stegura	East Penn School District - Student	Other	East Penn School Board
Nicholas Vassallo	East Penn School District - Student	Other	East Penn School Board
Peter Kolman	East Penn School District	Secondary School Teacher	East Penn School Board
Rachel Gladys	East Penn School District - Student	Other	East Penn School Board
Rebecca Visintainer	East Penn School District - Student	Other	East Penn School Board

Robert Oberle	East Penn School District	Business Representative	East Penn School Board
Ronald Renaldi	East Penn School District	Administrator	East Penn School Board
Sarah Modo	East Penn School District - Student	Other	East Penn School Board
Seth Flanders	Adult with Children in EPSD	Community Representative	East Penn School Board
Sonia Parks	East Penn School District - Support Staff	Other	East Penn School Board
Susan Kowalchuck	East Penn School District	Board Member	East Penn School Board
Thomas Gable	East Penn School District - Support Staff	Other	East Penn School Board
Wally Vinovskis	Adult with children in non-public school	Other	East Penn School Board

Current Student Services

Service/Resource

Academic Development

Description

In the academic area, counselors work with students on their ability to acquire the attitudes, knowledge and skills that contribute to effective learning in school. This includes organizational skills, time-management, communication skills, as well as a variety of work-oriented skills, such as developing dependability, productivity and initiative. Counselors work with students and their families on an individual basis to develop action plans to deal with the above issues.

Academic Guidance

Academic guidance is offered to all students and varies according to grade level. Academic guidance activities include: course offerings, dual enrollment options, credit recovery, prerequisite requirements for course or college admissions.

Alternative Education

Placements and continued liaisons.

Assessment Services

Evaluation of students under Chapter 14 (Special Education eligibility).
 Functional Behavioral assessments.
 Interpretation of outside evaluations.
 Early Intervention evaluations.
 Evaluation of students under Chapter 16 (Gifted).
 Evaluation of students under Chapter 15 (Protected Handicap).
 Evaluation of students addressed through Rtl.

Building-Based Activities

Consultation with administration/professional staff.

Response to Intervention (RtI) data management

Staff/Parent in-service on emotional growth and development, mental health and autism

Building-level Safe Schools Committee

Crisis Management Q-Teams

Consultation with grade-level teams regarding behavioral/instructional interventions/supports

TeenScreen

Interventionist, Positive Behavior Support Teams

Assist with universal screening activities

Career Choices

Career awareness is a focus at the elementary level. Initial skill development includes facing challenges, developing a work ethic and moving toward becoming an independent and life-long learner.

The middle school program takes a more in-depth approach to career exploration. The focus includes developing an awareness of personal abilities, interests and motivations to achieve future career goals with success and satisfaction. Students develop the skills to locate, evaluate and interpret career information.

At the high school level, students focus on assessing and modifying their educational plans to support their career choices. Job readiness and employability skills are emphasized through internship, mentoring, shadowing and other work experience programs. Students begin to understand that the changing work place requires life-long learning and new skills designed for the future. Every guidance counselor at the 11th grade level meets individually with each student to discuss career and/or college plans.

The guidance program in the high school assists students in becoming responsible adults who can develop plans based upon self-understanding of needs, interests and skills. Education and career plans are reviewed in accordance with student's post-graduation educational and occupational goals.

The high school counselors also assist teachers in coordinating career education

Career Development

learning units in the classroom. The high school counselors support the program through college and industry visitations and through professional development.

Magazines, Newspapers and Workbooks:
Careers and Colleges, Grades 10, 11, 12
Pennsylvania Career Guide, Grades 10, 11, 12
Pennsylvania Careers, Grades 10, 11, 12
Labor Market Job Guide, Grade 12
Exploring Careers, The ASVAB Workbook, Grade 11

Speakers:
Post-Secondary School Representatives,
Grades 11, 12

Assessments:
Self-directed Search, Grade 9
Armed Services Aptitude Battery, Grade 11

Community Service

Special education administrators, counselors. The home and school visitor and psychologists work collaboratively with Lehigh County Mental Health/Mental Retardation to assist students identified with various disabling conditions. Many interagency meetings are held to assure that school and community services are coordinated and can wrap-around the needs of the student. Many of the services provided are due to students who have mental health issues. The district communicates with the psychiatric departments of area hospitals and treatment centers. The district also coordinates instruction for students who are in area partial hospitalization programs, day treatment facilities and drug and/or alcohol rehabilitation facilities. Many private behavioral health organizations provide therapeutic staff support and/or behavioral specialist support for families in their homes and in the community. The school often will inform families about these services and assist in accessing these services when possible.

The guidance counselors, in conjunction with the home and school visitor, serve as the extension of families and students into the community to promote and utilize resources, which provide specialized services beyond the scope of the regular school activities. This team works with such agencies such as Children & Youth

Community Services	<p>Services, Juvenile Probation, CASSP and various mental health providers to help students and families address issues that may be impeding educational success.</p> <p>MH/MR evaluations and consultation. Children & Youth Services. Probation Office. CAASP</p>
Consultation	<p>Consultation with administration/professional staff. Instructional Support Teams. Student Assistance Teams. Early Intervention transition (preschool) Transition to adult life</p>
CONSULTATION/COORDINATION SERVICES - COUNSELING	
CONSULTATION/COORDINATION SERVICES - HEALTH SERVICES	
CONSULTATION/COORDINATION SERVICES - HOME AND SCHOOL VISITOR (SCHOOL SOCIAL WORKER)	
CONSULTATION/COORDINATION SERVICES - PSYCHOLOGICAL SERVICES	
Crisis/Threat Assessments	<p>Evaluation for at risk students. Family/Staff support. Crisis postvention of student/staff tragedy. Consultation with administration/professional staff.</p>
Curriculum	<p>Elementary: Classroom-based lessons are presented to various grades/classes based on agreement among counselor, principal and Student Services Director. Career Awareness Curriculum through the Career Pathways Program.</p> <p>Secondary: Peer Mediation Program in 6-9th grades Career Pathways - Guidance Instruction in 6th, 7th and 8th grades. College visits for grades 10 to 12. College field trips for grades 10 to 12. PSAT/SAT preparation.</p>
Data Teams	<p>These teams meet at least annually to analyze the school aggregate data and to determine if there is any system and/or school-wide action planning required assuring that all students are successful.</p>
DEVELOPMENTAL SERVICES - COUNSELING	
DEVELOPMENTAL SERVICES - HEALTH SERVICES	

DEVELOPMENTAL SERVICES - HOME &
SCHOOL VISITOR (SCHOOL SOCIAL WORKER)

DEVELOPMENTAL SERVICES -
PSYCHOLOGICAL SERVICES

DIAGNOSTIC/INTERVENTION SERVICES -
COUNSELING

DIAGNOSTIC/INTERVENTION SERVICES -
HEALTH SERVICES

DIAGNOSTIC/INTERVENTION SERVICES -
HOME & SCHOOL VISITOR (SCHOOL SOCIAL
WORKER)

DIAGNOSTIC/INTERVENTION SERVICES -
PSYCHOLOGICAL SERVICES

District-Based Activities

Strategic Planning Committee
Safe Schools Committee
Assessment Committee
Flight Team assistance
Bully assessment
TipLine for violence-free schools
Staff training / Professional development
Participation in policy-making committee
district-wide
Response to Intervention (Rtl) Steering
Committee

Ethical and Legal Activities

Practice with appropriate ethical,
professional and legal standards
Adhere to all Due Process guidelines
Current with research and best practices

Group Counseling

Students are referred for small group
counseling on an as-needed basis. A
teacher, parent, counselor or administrator
can refer students. Small group topics may
include: coping skills, anger management
skills, social skills, study skills, children of
divorce or separated parents.

IEP / Chapter 15 Teams

Federal and State laws mandate that
students with disabilities have teams
convene at least once per year to develop
individualized programs and/or to provide
accommodations to students with special
needs. Secondary counselors are an
integral part of all secondary IEP meetings
and 504 meetings.

Individual Counseling

Students receive individual counseling on
an as-needed basis for a variety of reasons.
Teachers, parents, counselor, administrator
or students themselves may refer directly to
counselors for services or through the
Student Assistance Program team
members. Individual topics may include:
coping strategies, peer relationships and
conflict resolution, effective social skills,

Individual or Group Counseling

depression and anxiety, substance abuse education, school adjustment, decision-making skills, divorce, eating and body image concerns, individual/family/school crisis intervention and communication skills.

The high school counselors work with students, parents/guardians, teachers, administrators and members of the community through a program of direct and indirect services. Individual, small group, personal and crisis counseling are available to students. Consultation services concerning student behavior and academic progress are provided for parents/guardians, teachers and administrators. Referrals to other professionals in the school district or to agencies and institutions outside of the district are made as required or requested. The high school counselor supports the over-all educational program through consultation and committee work.

Individual Student Planning

The indirect service of Career Education Curriculum includes structured developmental experiences presented through the classroom teacher. The curriculum emphasizes decision-making, self-understanding and career exploration and preparation.

Individual Planning includes counseling activities to assist all students plan, monitor and manage their own learning as well as their personal and career development. Individual student education/career plans are developed in collaboration with parents/guardians. Individual planning uses test interpretation, advisement and the identification of career goals.

Responsive Services includes counseling, consultation and referral activities to meet the immediate needs and concerns of students. Responsive services include personal counseling, crisis counseling, agency referral and consultation for parents/guardians, teachers and other professionals.

System Support includes activities that maintain and enhance the high school guidance program. Components of system support include staff relations, committee work and professional development. Within the areas of counseling and guidance, the

	<p>high school counselors enter into professional relationships with three segments of the school community: students, school staff members and parents/guardians. Consistent with the rights of the individual and the obligations of the high school counselors as a professional, the counseling relationship and resulting information are considered confidential Records and discussions of personal issues will be handled in a confidential manner. Records will be kept in the sole possession of the maker of the record and will not be accessible or revealed to any other person.</p>
<p>Instruction Support / Child Study Teams</p>	<p>These teams represent the elementary, middle school and high school teams. The teams work with teachers to identify students at-risk academically due to learning, social and emotional concerns and to provide appropriate strategies and/or interventions to work with the students.</p>
<p>Instructional Support Team</p>	<p>The guidance counselor is an integral member of the Instructional Support Team (IST). The counselor's involvement includes providing strategies to help students and parents in various areas of concerns. These areas include, but are not limited to: motivation, study skills, self-esteem, organizational skills, anger management and decision-making skills. The IST provides the student, teacher and the parents with techniques and strategies to help the child to be a more successful and productive student.</p>
<p>Intervention Services</p>	<p>Behavioral Intervention Plans. 504 Chapter 15 accommodations. Structured observations. IEP components that provide learning/behavioral changes. Manifestation determinations. Consultation with administration/professional staff, Positive Behavior Support teams and Grade level teams.</p>
<p>Mental Health</p>	<p>Liaison with hospitals and agencies. Coordinate after care plans. Consultation with families/therapists. Individual/Small group counseling.</p>
<p>Orientation Activities</p>	<p>Orientation activities are provided K-12 to students and parents in an effort to assist understanding of program options, tour facilities and to introduce the staff. In addition to orienting students, the guidance</p>

staff also works with parents to guide them in understanding of academic offerings and school resources. Curriculum, support services and logistics are discussed at each individual level. Activities can include 9th grade parent information nights, tours of facilities for new students, individual entry conferences and review of academic and extra-curricular activities.

Personal Social Development

In the personal social development area, counselors work with students at appropriate developmental levels to help them acquire the knowledge, attitudes and interpersonal skills to help them understand and respect self and others. Counselors may need to assist students in identifying and expressing feelings, distinguishing between appropriate and inappropriate behavior and identifying their own strengths, assets or areas that need to be further developed or improved. Counselors assist students in personal goal setting, decision-making and conflict resolution.

Counselors support the many and varied characteristics that are presented in a public school setting. These can include: assisting students to overcome a variety of barriers including socio-economic difficulties, changing family structures, mental health conditions, chronic health conditions and the normal challenges facing students as they develop.

Prevention Programs

Each building has prevention programs for students at risk of failing and promoting diversity, school safety or improving psychological well being.

Records

It is recognized that there are many resources in the community that may be able to assist our students and their families in overcoming academic and/or social and emotional barriers to learning. The district works collaboratively with many public and private agencies. Whenever an East Penn School District staff members initiates contact with another agency, consent to exchange information is secured. This consent, which needs to be signed by the parent, follows the guidelines of the Family Educational Rights and Privacy Act (FERPA). It assures that information concerning a student's record will not be shared with agencies outside of school without prior parental permission.

Research and Planning

Research and planning including behavior management programs, school improvement and evidence-based interventions.

Social/Emotional Skills

At the elementary level, the focus is on developing personal awareness, work habits and social skills necessary to be a productive member of the class as well as a productive member within the cooperative group/team structure. Elementary students develop positive attitudes towards self and others. They are encouraged to understand appropriate behaviors and consequences of decisions and choices that they make. They are encouraged and assisted in developing friendships, which allow for accepting individual differences in others. Conflict resolution skills are also addressed. Social/emotional skills are reinforced through practice to assist students in developing an awareness of what is required to be successful in an academic environment and ultimately in the work setting.

The middle school supplements the foundation laid at the elementary school level by teaching time management, organizational skills, goal setting and learning how to balance the over-all demands of the academic program.

At the high school, counselors assist students in understanding and developing their personal strengths, interests and aptitudes. All of this information leads to the selection of a career pathway, integrating the student's specific areas of interest. Elective choices and curricular choices are made based on the student's academic and post-secondary goals and their individual achievement levels.

Standardized Testing

The Pennsylvania System of School Assessment (PSSA) for reading and mathematics is administered to students in grades 3 to 8 and 11. The Pennsylvania System of School Assessment (PSSA) for writing is administered to students in grades 5, 8 and 11. The Pennsylvania System of School Assessment (PSSA) for science is administered to students in grades 4, 8 and 11.

School counselors coordinate standardized testing in cooperation with building administration and staff support.

Information is sent home to parents prior to testing. Results are sent home when received from the PA Department of Education.

Additional tests are given when deemed necessary. Parents interested in additional information regarding their child's results on such testing should contact the guidance counselor to arrange a conference.

STUDENT ASSISTANCE PROGRAM

The Student Assistance Program (SAP) was piloted in 1984, funded by seed money from the PA Department of Health's Office of D&A programs with hopes of developing a more structured means by which to address growing concerns with drug and alcohol issues. In 1986-87 the scope of the SAP process was expanded to incorporate focus on mental health issues. The PA School Code (Sections 1547 and 12.16, BEC for Counseling for Support Services and BEC for Compulsory Attendance and Truancy Elimination) discusses requirements for the Student Assistance Program. During this time period, the Secretary of Education published SAP guidelines, the Commonwealth of Pennsylvania developed a statewide SAP training system and approved provider and the PA Department of Health and Welfare provided additional funding for the program. By 1996, most public high schools and middle schools had SAP programs. The Basic Education Circular 15-1547 dated 9/1/97 reframed the mission of SAP as a systematic process using effective and accountable professional techniques to mobilize school resources to remove barriers to learning. This mission remains as the guiding force behind the SAP process today.

Since its inception in 1984, the Student Assistance Program is serving at-risk students struggling to overcome issues of alcohol or drug use, depression and/or other mental health problems that present a barrier to their education. The program's goal is to engage in the identification of a barrier, collaborate with parents, provide a referral for further evaluation if needed and link the student and his/her family to necessary school and community-based supports. The SAP team does not engage in diagnosis, referral for treatment or discipline as a means to address the issue

at hand.

The SAP Program utilizes a systematic team approach by which professionals from various disciplines within the school and liaisons from community agencies work together. These professionals are trained and certified to identify barriers to learning and, in collaboration with families, strategize to refer identified students for assistance to enhance their school success.

The Student Assistance Program Model consists of four phases: 1) Referral, 2) Data Collection, 3) Intervention and Recommendation and 4) Support and Follow-Up.

During the Referral Phase, the problem behaviors are identified through an initial fact finding phase and a referral to the SAP team is made. Referrals may be initiated by any individual who has contact with the student, including peers, parents, teachers, administrators and counselors.

The SAP team gathers information from teachers and parents during the Data Collection Phase. The four domains for data to be collected are academic, behavioral, attendance and health. This data collection is accomplished through the distribution of checklists that focus on observable behavior to administrators, teachers, guidance counselors and the school nurse. Once completed and collected, the team will evaluate the findings to determine the need for the continuation of the SAP process. If it is deemed necessary that the SAP process continue, the parent/guardian of the child in question will be notified of the SAP referral and a meeting will be requested with the student and parent to discuss the SAP findings.

The next phase of the SAP process, Intervention and Recommendation, involves cooperative planning and intervention. During this phase, the parent plays an integral role as a team member and must give permission for the SAP process to continue. Together, the SAP team develops a plan that typically involves a referral to an

outside agency for behavioral health assessment to determine the severity of any behavioral barriers to learning and to determine if there is a mental health drug and alcohol or co-occurring disorder. In Lehigh County, evaluation and referral services are conducted by the Adolescent Central Intake Unit. The Adolescent Central Intake Unit provides mental/behavioral health assessments, as well as D&A evaluations, to evaluate the risk level, determine the needs of the student and facilitate an appropriate referral. The Intake Unit also serves as the behavioral health liaison to SAP teams in Lehigh County, attending SAP team meetings at all middle schools and high schools in the county.

During the Support and Follow-Up Phase, the SAP team continues to work with and support the student and their family. Follow-up includes monitoring, mentoring and motivating for academic success. This phase also includes statistical data collection.

Current Program

The East Penn School District has SAP-trained personnel that are available to help students at the secondary schools. The SAP team consists of administrators, teachers, counselors and community representatives.

Students are referred to the program by any concerned individual: peers, teachers, counselors, administrators, parents or a self-report. Concerned individuals can speak to any SAP team member in person, send an email to the SAP team or complete a referral form. SAP teams meet regularly in each secondary building. The teams follow the four-step process described by the Student Assistance Program (SAP) Guidelines.

School-based resources to address identified barriers include personal counseling, group counseling and academic assistance. Groups are offered for various topics on an as-needed basis. Topics include social skills, drug and alcohol information, bereavement, aftercare and decision-making. Groups are always co-facilitated with two trained adults.

During the 2006/07 school year, Lehigh County processed 2250 referrals to the Student Assistance Program. Of that number, 312 cases were processed in the East Penn School District.

There is a current and future need for Student Services staff and teachers to explore and receive training in an elementary SAP model. Changing student population and continued exposure to the direct and indirect consequences of drug and alcohol abuse are factors that are clearly affecting elementary students' academic achievement.

Student Assistance Program Teams

This program is designed to assist students who may have barriers to their learning as a result of mental health issues and/or drug and/or alcohol abuse. Traditionally a secondary-based program, the elementary level, including counselors will need to receive formal training in the elementary SAP model in the context of a changing IST and Rtl model.

Teaming

There are many activities that are devoted to identifying students who may have challenges and providing them with appropriate supports and services. Through teaming the counselors are able to network with fellow professionals in channeling resources to students who require them. The teams look first to see if there is a systemic problem that needs to be addressed within the school structure. By participating in data assessment and action planning teams, school counselors can assist in developing support groups and/or make recommendations to the administration as to ways to assist student's academic, social and emotional growth.

The home and school visitor understands the influence of socioeconomic status, gender, culture, disability and sexual orientation on educational opportunities for students.

The home and school visitor understands how emphasizing student's strengths and protective factors can enhance educational success.

The home and school visitor assesses problems and determines the level of intervention needed.

The home and school visitor assists students and families to empower them to gain access to and effectively use formal and informal community

resources.

The home and school visitor develops and implements comprehensive school-based and school-linked programs that promote student health and mental health.

The home and school visitor coordinates community resources that support student success.

The home and school visitor will develop and coordinate partnerships with community agencies and services to build effective collaborative programs for students and families.

The home and school visitor will develop local coalitions to promote student success.

The home and school visitor initiates and supports activities to overcome barriers and gaps in services.

The home and school visitor provides training programs for parents, teachers, school personnel and community agency staff in areas addressing prevention, intervention and remediation factors that affect student's success in school.

The home and school visitor will work with individuals, groups and organizations that have diverse interests, but whose common purpose is to develop programs or systems of care that support and enhance the health, social and emotional well-being and safety of students.

The home and school visitor will advocate for students and their families in a variety of situations.

Mediation and conflict resolution are used both to undo the results of non-productive encounters among students, parents and school and agency personnel and to build positive, collaborative relationships.

The home and school visitor supports educational initiatives that emphasize prevention, early intervention, parent education and involvement, service integration and partnerships.

Facilitates child-specific interagency/problem-solving meetings.
Serve as a liaison between students, school personnel and community agencies.
Case-management of student cases.
Create positive working relationships with community-based agencies for the purpose of efficiently utilizing these services for students and their families and developing the relationships required to co-locate services within the school community (Valley Youth House; Family Answers; Lehigh Valley Drug & Alcohol Intake; Private therapists; Provider 50 agencies; Lehigh County Probation; Lehigh County Office of Children & Youth; Lehigh County Office of Mental Retardation/Mental Health; Center for Humanistic Change; Providers of community services.
Provide information to school personnel and families through the Community Resource Booklet.
Provide information to school personnel and families on summer activities, camps and programs.
Build the school district's capacity by creating partnerships with business and community stakeholders.
Create a local coalition that will participate in a number of initiatives including truancy intervention, decreasing underage drinking and developing prevention programs at address at risk behaviors.
Communicate and collaborate with existing systems of services to address needed growth and change in current services, funding, etc.
Provide staff development regarding current community resources, eligibility and how to access services.
Continue partnership with the Center for Humanistic Change to provide parent education programs.
Continue partnership with Penn State Cooperative Extension to offer parent education programs.
Create a family guide on how to access behavioral health services.
Develop Community Resource booklet distributed to guidance counselors, psychologists and special education supervisors. Created set of instructions to accompany Medical ACCESS application Support of the following initiatives: 1)

Strengthening Families through Penn State Cooperative Extension; 2) Strong Families through Family Answers; 3) Parent education programs through the Center for Humanistic Change and Penn State Cooperative Extension; 4) Family Intervention Program through Valley Youth House; 5) Truancy Intervention through Valley Youth House; 6) SHAPE funded by C&Y; 7) Family Intervention funded by C&Y.

The home and school visitor is knowledgeable about how family dynamics, health, wellness and mental health; and social welfare policies, programs and resources in the community affect student's success in the school environment.

The home and school visitor links students and families to community health, mental health and social services to promote student educational success.

The home and school visitor participates in the interdisciplinary team to bring home, school and community perspectives to the interdisciplinary process.

The home and school visitor uses multiple methods to gather data to assess the needs, characteristics and interactions of students, families, school personnel, individuals and groups in the neighborhood and community; and collects information to assess the biological, medical, psychological, cultural, sociological, legal and environmental factors that affect student's learning.

The home and school visitor utilizes knowledge about child development and biological factors to understand the student's ability to function effectively in school.

Interview students, family members, school personnel.

Obtain appropriate releases to coordinate gathered information.

Serve as liaison between students, parents, school personnel and community agencies.

Consult with school personnel on regular basis via phone calls and informal meetings.

Meet monthly with building level teams to provide consultative service as well as to receive student/family referrals.

Link students/families to school and community-based resources.

Provide students and families with information and assistance to access appropriate resources: 1) Insurance coverage for uninsured children; 2) How to access CHIP/MA; 3) Housing, material assistance, financial supports; 4) Behavioral health/therapeutic interventions;

5) Providers of services.

Consult and collaborate with school personnel to identify students who are encountering significant barriers to learning and work to link students/families to school and community-based resources

Case-management of student cases: organizing, coordinating and sustaining activities and services designed to optimize

<p>The school nurse assists students, families and the school community to achieve optimal levels of wellness through appropriately designed and delivered health education.</p>	<p>the functioning of students and/or families Serve as liaison between students, school personnel and community agencies Provide families with information and assistance to access appropriate community-based resources (MH/MR, Medical Assistance, financial assistance, support groups, etc.)</p>
<p>The school nurse collaborates with members of the community in the delivery of health and social services, and utilizes knowledge of community health systems and resources to function as a school-community liaison</p>	<p>Provides age-appropriate lessons on an individual and classroom basis on health related topics, including but not confined to: personal hygiene, infection control, growth and development, drug/alcohol use and personal safety. Plans and presents health related materials to parents through materials sent home with students, school web-based links, parent/teacher meetings, school orientations and community events. Provides training to staff on health/safety related topics, including universal precautions, communicable diseases and emergency protocol. Acts as preceptor for students enrolled in accredited nursing programs. Acts as resource person for staff regarding health related materials and information</p>
<p>The school nurse collaborates with other school professionals, parents and caregivers to meet the health, developmental and education needs of clients.</p>	<p>Collaborates with health care providers in the area in developing treatment plans for students and interagency cooperation. Provides health screening at community events. Collaborates with local Emergency Management personnel. Refers to appropriate health care agencies or social service providers (Examples: Sacred Heart Hearing Clinic, Shriner's Hospital, American Lung Association, Association for the Blind & Visually Impaired, Lion/Lioness Club and area Food Banks). Communicates with local government officials when health care resource is deficient or absent. Participates in statewide Health Alert Network. Participates in state-wide immunization record keeping system.</p>
<p>The school nurse collaborates with other school professionals, parents and caregivers to meet the health, developmental and education needs of clients.</p>	<p>Communicates with parents, caregivers, health care providers and district staff within the confines of laws pertaining to confidentiality, through face-to-face meetings, telephone, e-mail, fax and written communication in order to manage health</p>

care concerns that impact the learning process.

Participates in IST, IEP, 504 and SAP meetings as health care expert in the school environment.

Develops Individual Health Care Plans and Emergency Care Plans, in collaboration with parents, health care providers and district staff, based on assessed need of students within the school environment and communicates this plan to appropriate personnel.

Collaborates with Health/Wellness teachers to meet State Standards for health education in grades K-12.

Refers to and consults with Children & Youth Protective Services as indicated by State law and in collaboration with guidance services.

Consults and collaborates with Pennsylvania Department of Health personnel in managing communicable disease outbreaks and immunization compliance.

Contributes to Coordinated School Health Newsletter.

Participates in school/community partnerships such as: Take Back Our Children, Health/Wellness Forum, Coordinated School Health Committee and IU School Nurse Advisory Board.

Participates in periodic district-wide school nurse meetings.

The school nurse contributes to nursing and school health through innovations in practice and participation in research or research-related activities.

Participates in local, state and national school nurse organizations through membership and conference attendance and presentations.

Collects and stores data in a systematic manner in order to determine trends and/or emerging health problems.

The school nurse contributes to the education of the client with special health needs by assessing the client, planning and providing appropriate nursing care and evaluating the identified outcomes of care.

Manages and provides care for chronic health conditions.

Develops individualized health care plans and/or emergency care plans.

Provides educational materials and appropriate referrals to student and/or parent on health problem/disability.

The school nurse establishes and maintains a comprehensive school health program.

Participates in the review and development of school district policy related to health/wellness, safety and disaster planning.

Participates in annual review of Standing Orders for approval by the Chief School Physician.

The school nurse identifies, delineates and clarifies the nursing role, promotes quality of care, pursues continued professional enhancement and demonstrates professional conduct.

The school nurse uses a systematic approach to problem solving in nursing practice.

Collects, records and assures the confidentiality of health related student data in the form of paper records and electronically stored records.

Monitors compliance with State-required health examinations and screenings at the appropriate grade level.

Manages first aid and clerical inventory for health room.

Assesses need for and advocates health promotional activities for the school community. (Examples: school vegetable gardens, walking clubs, breakfast programs).

Assesses need for and advises administration of personnel needs to assure safe and appropriate delivery of student health care.

Assesses need for additional equipment or facilities in order to provide safe and comprehensive care to students.

Communicates these needs to administration.

Assesses need for and advises administration on programs to improve delivery of health services (Examples: mobile dentist program, student/staff flu vaccine clinics).

Participates in building and district level committees related to health/wellness and safety as the health expert.

Advises administration on laws, regulations and standards pertaining to the practice of the professional nurse.

Orients and trains new health room personnel.

Participates in Instructional Support, Student Assistance, IEP and 504 meetings.

Participates in district career development activities to promote the profession of nursing.

Participates in and initiates professional development activities appropriate to nursing.

Manages all health-related concerns on school property of an acute, chronic or emergency related nature presented by students, families and employees of the district utilizing a systematic approach.

Utilizes the nursing process: 1) assessment of signs, symptoms and epidemiology of presenting problem; 2) establishing a nursing diagnosis; 3) identifying outcomes; 4) planning intervention; 5) implementing the plan; and 6) outcome evaluation.

The school nurse uses effective written, verbal and non-verbal communication skills.

Develops and reviews all health related written communications between home and school for clarity and ease of comprehension.

Utilizes district Language Line services to communicate with families whose primary language is other than English.

Utilizes IU translation services to provide written correspondence to families whose primary language is other than English. Establishes communication system within health room to assure confidential and accurate exchange of information among health room staff.

The school nurse utilizes a distinct clinical knowledge base for decision-making in nursing practice.

Remains current in knowledge of signs, symptoms and epidemiology of health concerns presented by student and staff. Provides care and referral for injury and/or acute physical, emotional, mental or social concerns.

Manages and administers medication. Manages and provides treatments and procedures as authorized by a licensed health care provider.

Conducts health related screenings, refers for further assessment and case manages students with potential abnormalities in vision, hearing, growth and development (BMI, scoliosis).

Monitor student immunization status and enforces State-immunization requirements.

Reviews all health related reports and examinations submitted to the school for existing or potential barriers to learning.

Conducts surveillance activities for presence of communicable disease in the school and makes appropriate reports to health authorities.

Monitors environmental safety by tracking injuries on school property and providing measures for protection from communicable diseases.

Delegates duties to others within confines of the law and assessment of competency. Assesses and refers students for drug/alcohol use.

Transition Activities

Transition activities occur at all levels to navigate the developmental stages of each student. These include transitions from pre-school to school aged programs, from elementary to middle school, middle to high school and high school to post-secondary options. Activities include parent and student orientations including problem solving skills needed to transition, sharing

of information from each level's sending counselor to receiving counselor. Information shared includes academic profile in addition to any social and emotional concerns. Student tours and peer-to-peer interaction and sharing sessions are also provided.

Needs Assessment

Reflections

There are currently no reflections selected for this section.

All Student Services staff met as whole group in March of 2008 to review current strategic plan goals and accomplishments in light of up new format and requirements of the current strategic planning process. The prominent need that was discussed was the need to improve overall communication that will enable all student services staff to be aware and involved in the several component parts of the department's resources, goals and planned initiatives. Related to this was the clear need to involve community-based agencies and individuals in the district's efforts to support students in their effort to perform academically.

Action Plan

Goal: 1. Curriculum

Description: The East Penn School District will provide a curriculum that includes a broad array of learning experiences and opportunities.

Strategy: The Student Services Department will provide a clear program of services that is reflective of regulatory and professional best practices and standards.

Description:

Activity: Student Services areas will articulate clear set of services.

Description:

Person Responsible	Timeline for Implementation	Resources
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Michael Murphy	Start: 1/1/2009 Finish: Ongoing	-
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Status: Not Started — Overdue

Activity: Student Services will adjust services using internal and external feedback.

Description:

Person Responsible	Timeline for Implementation	Resources
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Michael Murphy	Start: 1/1/2009 Finish: Ongoing	-
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Status: Not Started — Overdue

Activity: The district will provide a comprehensive counseling program.

Description:

Person Responsible Timeline for Implementation Resources

Michael Murphy	Start: 1/1/2009 Finish: Ongoing	-
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Status: Not Started — Overdue

Goal: 2. Community Involvement and Partnerships

Description: The East Penn School District will encourage and promote community involvement and collaborative partnerships.

Strategy: Student Services will establish a forum to coordinate all services in collaboration with relevant community-based resources.

Description:

Activity: Structure will provide process for decision-making about adoption, evaluation of initiatives/programs.

Description:

Person Responsible Timeline for Implementation Resources

Michael Murphy	Start: 1/1/2009 Finish: Ongoing	-
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Status: Not Started — Overdue

Activity: Student Services representatives will develop structure for proposed forum.

Description:

Person Responsible Timeline for Implementation Resources

Michael Murphy	Start: 1/1/2009 Finish: Ongoing	-
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Status: Not Started — Overdue

Goal: 3. Professional Education

Description: The East Penn School District will foster professional growth and provide opportunities to enhance the performance of the entire employee team, so as to be consistent with student, educator, building and district needs.

Strategy: Diverse professional disciplines within Student Services staff require diverse professional growth opportunities.

Description:

Activity: Appropriate professional development activities will available to Student Services staff.
Description:

Person Responsible Timeline for Implementation Resources

Michael Murphy	Start: 1/1/2009 Finish: Ongoing	-
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Status: Not Started — Overdue

Goal: 4. Healthy, Safe, Secure, and Supportive environment

Description: The East Penn School District will maintain a healthy, safe, secure, and supportive environment in all facilities to accomodate and enhance the learning process.

Strategy: Student Services will enhance existing supports, reflecting regulatory and professional best practices standards.

Description:

Activity: Health Services staff will develop services in context of changing needs of students and staff.

Description:

Person Responsible Timeline for Implementation Resources

Michael Murphy	Start: 1/1/2009 Finish: Ongoing	-
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Status: Not Started — Overdue

Activity: Safe School Steering Committee (SSSC) will act to maintain physical safety and security.

Description:

Person Responsible Timeline for Implementation Resources

Michael Murphy	Start: 1/1/2009 Finish: Ongoing	-
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Status: Not Started — Overdue

Activity: The district will promote and environment that supports psychosocial well-being for all students and staff.

Description:

Person Responsible Timeline for Implementation Resources

Michael Murphy	Start: 1/1/2009 Finish: Ongoing	-
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Status: Not Started — Overdue

Goal: 6. Leader in Education

Description: 6. The East Penn School District will set and achieve standards to establish our school district as a leader in education.

Strategy: Student Services will achieve standards that will establish the district as a leader in education.

Description:

Activity: Programs or initiatives will reflect standards set by professional organizations or accepted best practices.

Description:

Person Responsible **Timeline for Implementation** **Resources**

Michael Murphy	Start: 1/1/2009 Finish: Ongoing	-
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Status: Not Started — Overdue

Narratives

Developmental Services

Developmental services provided by Student Services staff are broad and are intended to promote appropriate cognitive, emotional, physical and social development. All activities will be oriented towards enabling students to access the general education curriculum and removing barriers that may interfere with student achievement. Student Services staff will interact with a wide range of district staff and community-based individuals and agencies to accomplish this.

School counselors will continue to provide developmentally appropriate services in the context of a comprehensive counseling plan fashioned on best practices models such as the American School Counselors' Association (ASCA) national model. School Nurses will continue to provide required school-based services. In addition, Health Services staff will address the changing student population's overall health needs by providing education to students on appropriate topics on an individual and classroom wide basis. Similarly, the Family Services Coordinator will work for the benefit of students, providing developmentally appropriate education, primarily to parents, through a variety of modalities. Psychologists and Student Assistance Program staff will also interact with district staff providing information about normal development across domains with an emphasis on behaviors that represent aberrations. Psychologists especially will be more involved in the training and implementation of school-wide, classroom-wide and student specific behavior support plans.

Diagnostic, Intervention and Referral Services

Student Services staff will continue to be very involved in these services. It is anticipated that all Student Services staff will be more involved in the referral function when a single forum is

established to coordinate all student services with community-based services. Improved knowledge of respective services and easy access for East Penn families to services will be a primary goal of this forum. Clearer specification of counseling services will be available when a comprehensive counseling plan is adopted. Nurses and Health Room Aides will continue to provide diagnostic, intervention and referral services with improved relations with the general community of health care providers. The district's Family Services Coordinator will be better able to assist all staff in enhancing the district's collective ability to appropriately recognize and refer students and families to the correct community-based agencies when appropriate. Psychologists will continue to be trained on Response to Intervention (RtI) principles and techniques as the district moves to this model of assessment of student learning. This group will be able to provide a broad background to building level teams as they learn to manage, interpret and plan from available data on groups and individual students. Additionally, an awareness of Student Assistance principles at the elementary level will assist in better identifying students who are affected by D&A abuse or serious mental health difficulties. Clear roles and expectations will be necessary as different forums exist or change roles in the coming years (IST, RtI, Elementary SAP).

Consultation and Coordination Services

All Student Services staff will be at least indirectly involved in the forum detailed in the district's Goal # 2. This forum will allow for improved knowledge, utilization, planning and evaluation of a wide variety of services to which district staff and families will have access. Knowing that the members of this forum are placed in all schools and interacting with faculties and other staff members will assure that coordination of services will more likely occur.

Student Assistance Program

The district's formalized Student Assistance Program (SAP) is currently functioning in the two middle schools and the high school. In each of these schools, the team conforms to the most recent guidelines and directives from the Bureau of Community and Student Services. The SAP teams have embraced the principle of "removing barriers" to students' achievement. Teams are comprised of teachers, administrators, counselors and community-based Drug and Alcohol Intake Unit staff. They meet regularly to process referrals following prescribed agendas. Team members meet with parents and students to review data collected and options for students based on the data and parent input. Team members will continue to provide valuable information to school staffs that has proven to increase positive outcomes for students who are referred or need to be referred.

At the elementary level, existing Instructional Support Teams practice the principles of SAP; identifying students who may be affected by D & A abuse and serious mental health difficulties. The Home and School Visitor participates in monthly IST meetings and acts as a liaison among school, parents and appropriate community-based agencies. The district is scheduled to have functioning Response to Intervention (RtI) principles in place in all elementary schools by the end of the 2009-2010 school year. Universal screening and school-wide positive behavior supports will assist staff in identifying students in need of SAP-like linkages. This, in combination with the district staff receiving training on Elementary SAP from local providers (Project Care, Center for Humanistic Change) will assist in this important function. All members of existing teams will need clear knowledge and direction regarding teams' roles and responsibilities.

Communication

Students and parents are informed about instructional programs through a variety of ways. The district's website is frequently updated with new items that complement topics like access to all curricula. Any web-based information is available upon request in written media. Each school has its own website that provides building specific information available to anyone. Paper newsletters are used as well as web-based newsletters. Many teachers use individual websites on which parents and students can find pertinent classroom-based information like curricula, syllabuses, lesson plans, grades and assignments.

The district is involved in Career Pathways as an initiative to provide valuable information to all students, elementary through high school, about the world of work and career options. This will continue with many opportunities for students and parents to become aware of career-oriented information via several modes.

Health information is provided to families primarily through the Health Services staff, which currently consists of eight certified school nurses and fourteen licensed Health Room Aides. Frequent mailings and other publicity about routine developmentally oriented topics are communicated to parents. Also, any current important health issues are communicated to parents via flyers, newsletters, written letters or child specific phone calls (e.g., latest information on MRSA during 2007-2008).

Students and parents are reminded at least yearly through multiple methods of the requirements regarding pupil rights regarding student assessments. This includes citation of the appropriate district policy. The Superintendent must approve any research that is proposed involving any district students.

Strategic Plan Goal # 8 addresses the topic of improved communication.

Assurance for the Collection, Maintenance, and Dissemination of Student Records

- By checking each of the boxes below, the local education agency assures compliance with the requirements of 22 Pa. Code Chapter 12 and with the policies and procedures of Pennsylvania Department of Education (PDE). PDE will specify, in writing, policies and procedures to be followed. Requests for any deviations from these regulations, policies, and procedures must be made in writing to PDE (electronic mail may be directed to ra-chapter12@state.pa.us).

The Local Education Agency (LEA) assures the following:

- The LEA has a local plan, including policies and procedures, in place for the collection, maintenance, and dissemination of student records in compliance with § 12.31(a) and § 12.32
- The plan shall be maintained in compliance with § 12.31(b) and made available to PDE in compliance with § 12.31(c)

Assurance for the Operation of Student Services and Programs

- By checking each of the boxes below, the local education agency assures compliance with the requirements of 22 Pa. Code Chapter 12 and with the policies and procedures of Pennsylvania Department of Education (PDE). PDE will specify, in writing, policies and procedures to be followed. Requests for any deviations from these regulations, policies,

and procedures must be made in writing to PDE (electronic mail may be directed to ra-chapter12@state.pa.us).

The Local Education Agency (LEA) assures that there are local policies and procedures in place that address:

- Free Education and Attendance (in compliance with § 12.1)
- School Rules (in compliance with § 12.3)
- 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)
- The LEA acknowledges that the above policies shall be maintained locally and be made available to the public upon request. The policies are not to be submitted to the Commonwealth except upon specific request by PDE.

In addition, the LEA assures the following:

- The Student Services Report complies with § 12.41(b), § 12.41(c), and § 12.42 (consistent with the Early Intervention Services System Act (11 P.S. § § 875-101—875-503))
- Consistent with § 445 of the General Education Provisions Act (20 U.S.C.A. § 1232h), parents or guardians are informed regarding individual survey student assessments and provided a process for refusal to participate (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))

Supporting Documents

Supporting Documents - Attachments

- East Penn SD Student Wellness Policy
- East Penn SD Student Wellness Policy Guidelines

Pennsylvania Department of Education

Commonwealth of Pennsylvania
Department of Education
333 Market Street
Harrisburg, PA 17126-0333

Academic Standards and Assessment Midpoint Review

Wednesday, March 04, 2009

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Contact Name: Thomas Seidenberger

Educational Community

The East Penn School District is located in the Lehigh Valley's eastern Pennsylvania in the southern part of Lehigh County. The District encompasses 45.4 square miles and is composed of Alburts, Emmaus, and Macungie Boroughs and Lower Macungie and Upper Milford Townships. The school district serves students in seven elementary schools, two middle schools, and one high school. The K-12 enrollment in October 2007 was 8043 which included 3359 elementary, 1866 at the two middle schools and 2818 at the high school. There are approximately 530 faculty members.

Community Profile

The East Penn School District is located in the Lehigh Valley's metropolitan area which has a total population of a half million people. With proximity to New York City, Philadelphia, the Pocono Mountains and the New Jersey shore, East Penn is an ideal location that is experiencing residential and business growth.

Students and Programs

The K-12 enrollment in October 2007 was 8043 which included 3359 elementary, 1866 at the two middle schools and 2818 at the high school. The Pennsylvania Department of Education has projected continued growth.

East Penn is noted for its academic excellence. Of the Class of 2008, 57% are attending four-year colleges or universities, 23% are attending two-year colleges and 2% are attending business, nursing or technical schools for a total of 80% seeking higher education. Nineteen advanced placement courses and 20 honor courses are offered at the high school. There are classes for special needs students and academically gifted on all levels.

Student activities include dramatics and musical performances as well as an active club program. At the secondary level, 25 varsity and 23 junior varsity sports are offered with over one-third of the students participating.

Staff:

The East Penn staff consists of approximately 527 professional and 480 support members. Nearly 73% of the teachers hold a master degree or beyond. Another 10% has at least 24 credits in addition to their bachelor degree. In addition to attending many workshops and conferences each year, every professional employee participates in various workshops and training activities through the Employee Development Program to enhance their particular skills. Members of our professional staff are resource persons for state, national and international conferences, adjunct college professors and published writers and researchers.

Elementary

The emphasis of the elementary curriculum is on the development of mental, physical, emotional and social abilities. A strong emphasis is placed on basic skills in language arts and mathematics, but the development of independent thinking and problem solving skills is encouraged as well.

A variety of grouping strategies is employed for instructing students in language arts and mathematics. Team-teaching approaches are used in some elementary schools. Enrichment and remediation are available to meet the needs of individual students.

*Kindergarten registration: Entrance age for admission to kindergarten is 5 years old before September 12. Birth certificate and proof of immunization are required at registration. Social security numbers are requested. Vision, hearing and speech/language screening are offered as part of the kindergarten process.

*Kindergarten programming is conducted on a half-day basis. The curriculum includes reading readiness, mathematics, science, social studies, language development, art and music, physical fitness, library, opportunities for social growth and the development of good work habits.

*Elementary curriculum (grades 1-6) includes language arts, mathematics, science, social studies, health and safety, physical education, penmanship, art, vocal and instrumental music and library education. Use of computers and associated educational technology are integrated into the various subject areas.

*The PSSA are given in grades 3 to 8 and 11.

*Special education programming includes life skills, learning support and emotional support classes in grades K-6. A gifted support program is offered in grades 1-6.

*Remedial assistance in reading and mathematics is offered to students in grades 1-6.

Middle and High School

The emphasis with the instructional program is on the development of content areas skills as well as critical thinking and problem solving. Individual and small group counseling is provided to help students develop a self-awareness of their talents and interests. Additionally, counselors provide a full range of services aimed at helping students attain personal, educational and career goals.

*The Middle school curriculum includes language arts, mathematics, social studies, science, world languages, wellness/fitness, art, music, technology education, family and consumer science, keyboarding/introduction to word processing, and vocal and instrumental music. Honors level courses are offered for some subjects.

*The Senior High curriculum includes required and elective offerings in computer science, wellness/fitness, art, music, technology education, family and consumer science, driver education and vocal and instrumental music. Honors and advanced placement courses are offered in English, social studies, math, science, world languages and computer science. Additionally, the East Penn School District is a participating member of Lehigh Career and Technical Institute. Students at the high school may elect to attend the institute and pursue a large variety of program offerings.

*Special education includes an academically gifted program, as well as learning support classes, emotional support classes and life skills support classes.

*Testing in the secondary program includes the PSSA, semester exams, AP exams and PSAT/SATs.

*Co-curricular activities include clubs, intramural and interscholastic sports, plays and musicals, opportunities to participate in student government and jazz and vocal ensembles.

Mission

The East Penn School District will provide a learning environment in which students become problem solvers, collaborators, and critical thinkers.

Vision

The East Penn School District will empower students to maximize their individual potential and become lifelong learners and contributors to a global society.

Shared Values

1. We believe education is an ever-changing lifelong process and people need to view themselves as life-long learners.
2. We believe students have a shared responsibility for their own learning.
3. We believe students of today will live in a different future and we must prepare them to confront new challenges.
4. We believe the East Penn School District must continue to provide an excellent program that addresses the educational needs of all students in a safe and supportive environment.
5. We believe a commitment to continuous improvement is essential to achieve the mission of the East Penn School District.
6. We believe the collaboration between the home, the school district, and the community has a direct correlation to the quality of the educational system and the experience of each student.
7. We believe a strong foundation of experiences leads to constructively contributing citizens who understand the effects of their actions.
8. We believe that a strong and effective education system is essential to both the survival and prosperity of a democratic society.

Academic Standards

It is the belief of the East Penn School District that assessments are essential to good learning. Diagnostic, formative, and summative assessments provide critical information regarding student understanding of essential concepts and data from such assessments can be used to drive curriculum, instruction, and on-going assessment. Student achievement in academic standards is measured through performance on state-mandated standardized tests and through benchmark assessments administered in reading and mathematics. Data is used to monitor academic progress relative to mastery of the standards and to plan for further instructional needs and/or support.

Strategic Planning Process

December 2007 to February 2008

Conduct internal and external needs assessment:

Needs were determined through the use of three survey instruments. A Parent/Guardian Survey (conducted by Futuristics Research, Inc.), Staff Survey (conducted by JB Associates) and Student Focus Discussion Groups (conducted by the Schlechty Group).

January 14, 2008

Board resolution to:

- 1) authorize the superintendent to undertake a revision of the strategic plan; 2) appoint internal

facilitators; 3) authorize the board president to appoint two representatives to the Steering Committee; 4) ensure that the steering committee represent the entire EPSD community to the greatest possible extent; 5) establish progress on the strategic plan as a standing Board Agenda item.

Send letter to all current Steering Committee members asking if they would like to continue. East Penn Education Association and Act 93 appoint their own. Principals select one student from each grade 8, 9, 10, and 11.

East Penn Press display ad for community volunteers for the Steering Committee.

January 28, 2008

Confirmation and Board appointment of Steering Committee.

February 5 and 19, 2008 Steering Committee meetings

Initial meetings of Steering Committee—Tuesday, February 5 and February 19, 2008.

February 5 - The Superintendent of Schools, welcomed the members of the Steering Committee and outlined the process to be followed over the course of the next seven months. He discussed the surveys that were completed by various stakeholders that impacted the direction of the strategic plan.

The internal facilitators reviewed the charge of the committee; procedures (consensus, all are equals, all ideas are important, etc.); the timeline, and the key components of the current Strategic Plan.

February 19 — The Superintendent introduced a short video entitled; “Student Vision of Today.” The members of the committee where divided into four groups. They were asked to discuss the professional journal articles that were sent to them in late January and list key concepts that should be considered when developing the strategic plan. Using the information gained from the small group discussion, work began on the Vision and Mission Statements. Finally, the committee members were asked to take time before the next meeting to review the goals and objectives of the current Strategic Plan and determine what elements should be carried over into the next plan.

March 4, 2008 Steering Committee Meeting

Steering Committee developed Belief Statements.

Using the high frequency rating developed by the group in February, the Steering Committee again broke into small groups to continue working on the Vision and Mission Statements by reviewing and discussing the Belief Statements from the previous Strategic Plan.

March 18, 2008 Steering Committee Meeting

Steering Committee voted on Vision and Mission Statements.

The suggested Vision and Mission Statements were developed as a result of the committee's discussion during the past two meetings. By a vote of 18 Yes; 1 No the following Vision Statement was adopted:

The East Penn School District will empower students to maximize their individual potential and become lifelong learners and contributors to a global society.

By a vote of 14 Yes; 6 No, the Steering Committee adopted the following Mission Statement:

The East Penn School District will provide a learning environment in which students become problem solvers, collaborators and critical thinkers.

The committee was divided into four small groups and asked to report back to the whole committee, their work on the two Belief Statements. The committee then voted on the proposed changes/decision of each Belief Statement.

Adopted Belief Statements

1. We believe education is an ever-changing lifelong process and people need to view themselves as life-long learners. 20 Yes, 1 No
2. We believe students have a shared responsibility for their own learning. 19 Yes; 2 No
3. We believe the student of today will live in a different future and we must prepare them to confront new challenges. 21 Yes; 0 No
4. We believe the East Penn School District must continue to provide an excellent program that addresses the educational needs of all students in a safe and supportive environment. 20 Yes; 1 No
5. We believe a commitment to continuous improvement is essential to achieve the mission of the East Penn School District. 21 Yes; 0 No
6. We believe the collaboration between the home, the school district, and the community has a direct correlation to the quality of the educational system and the experience of each student. 20 Yes; 1 No
7. We believe a strong foundation of experiences leads to constructively contributing citizens who understand the effects of their actions. 16 Yes; 5 No
8. We believe that a strong and effective educational system is essential to both the survival and prosperity of a democratic society. 20 Yes; 1 No

The members of the committee were asked to review, before the April 1st meeting, the action plans from the previous Strategic Plan and think about what should be included in the new plan.

April 1, 2008 Steering Committee Meeting

A member of the committee proposed an additional Belief Statement. It read:

We believe that the East Penn School District must set and achieve aggressive productivity improvement targets by producing measurably higher achievement in its students for each dollar it spends.

There was an extensive debate regarding the statement. Some felt the statement was too business oriented while others stated that there should be a relationship between achievement and the district spending plan. A vote was taken and the proposed statement was defeated by a vote of 3 Yes; 20 No.

The Steering Committee was divided into six groups and assigned two goals. Their charge was to modify the goal or abandon the goal completely. After extensive work, the following goals were adopted.

Adopted Goals

1. The East Penn School District will provide a curriculum that includes a broad array of learning experiences and opportunities. 22 Yes; 0 No
2. The East Penn School District will encourage and promote community involvement and collaborative partnerships. 18 Yes; 4 No
3. The East Penn School District will foster professional growth and provide opportunities to enhance the performance of the entire employee team so as to be consistent with students, educator, building and district needs.
4. The East Penn School District will maintain a healthy, safe, secure, and supportive environment in all facilities to accommodate and enhance the learning process. 22 Yes; 0 No
5. The East Penn School District administrative team and the teachers will regularly evaluate and enhance the comprehensive annual student assessment program. 22 Yes, 0 No
6. The East Penn School District will set and achieve standards to establish our school district as a leader in education. 21 Yes; 1 No

At this point, the Steering Committee agreed to stop and resume working on April 15th.

**April 15, 2008
Steering Committee Meeting**

The meeting began with the introduction of the new Director of Information Technology.

The committee member proposed a modified version of the previously proposed Belief Statement. It read:

We believe that the East Penn School District must manage financial assets in an efficient and effective manner that is fiscally responsible to all members of the community.

After a brief discussion a vote was taken. The 9th Belief Statement was adopted by a vote of 12 Yes and 2 No.

Three versions of Goal #3 were introduced. The following goal was adopted by a vote of 14 Yes; 0 No.

The East Penn School District will foster professional growth and provide opportunities to enhance the performance of the entire employee team so as to be consistent with student, educator, building and district needs.

Goals 7, 8 and 9 were read and after some discussion, changes were suggested and the goals were modified.

7. The East Penn School District will continue to research, develop and implement its current and future technology plan to enhance student learning and foster new opportunities. 12 Yes; 6 No
8. The East Penn School District, in an effort to improve the overall vitality of the school district, will develop and implement a consistent approach to decision making. 17 Yes; 1 No
9. The East Penn School District will develop, routinely monitor, and review a district-wide Master Plan based on demographic trends, regulations, and the overall quality of existing buildings and facilities. The plan will include a set of prioritized short and long term facility enhancement projects. 18 Yes; 0 No.

**April 29, 2008
Steering Committee Meeting**

The Educational Technology Sub-Committee, led by the Director of Information and Technology, shared the sub-committee's work with the Steering Committee, by reviewing the objectives that were related to Goals: 2, 3, 4, 5, 6, 7, and 8.

The Special Education Sub-Committee, led by the Special Education Supervisor for the Middle Level, shared the sub-committee's work with the Steering Committee, by reviewing the objectives that were related to Goals: 1, 2, 3, 5, 6, 7, and 8.

A Steering Committee member questioned why a gifted education component was not addressed in the plan. One of the internal facilitators said she would contact PDE to find out where the gifted and talented objectives should be placed in the plan.

May 21, 2008
Steering Committee Meeting

The Special Education Sub-committee, led by the Supervisor for the Middle Level, presented the report for Gifted Education.

The Teacher Induction Sub-committee, led by the Director of Curriculum and Instruction, presented the report. Objectives related to Goals 3, 6 and 8 were shared.

May 28, 2008
Steering Committee Meeting

The Professional Education Sub-committee report, led by the Director of Curriculum and Instruction, presented the report. Objectives related to Goals 2, 3, 6, 7, and 8 were shared.

May 29, 2008
The Special Education Report was submitted to the Pennsylvania Department of Education.

June 3, 2008
Steering Committee Meeting

The Academic Standards and Assessment Sub-committee report was presented by the Director of Curriculum and Instruction. Objectives related to Goals 1, 2, 3, 5, were shared.

The Student Services Sub-committee report was presented by the Director of Pupil Personnel Services. Objectives related to Goals 1, 2, 3, and 4 were shared.

June 10, 2008
Steering Committee Meeting

Objectives related to Goals 8 and 9 were presented by the Superintendent of Schools. Steering Committee members will continue to review the plans as they are submitted to the Pennsylvania Department of Education.

The Steering Committee will meet periodically to review the progress of the work done to implement the Plan.

July 2, 2008
The Special Education Plan was approved by the Pennsylvania Department of Education.

July 14, 2008
The East Penn Board of School Directors approved the 2008-2014 Strategic Plan Vision, Mission, and Belief Statements.

July 25, 2008 to August 25, 2008
Public review of the final drafts of all Plans. Plans were available on the East Penn School District website.

September 8, 2008
School Board approved the 2008-14 Strategic Plan.

September 25, 2008

Strategic Plan submitted to the Pennsylvania Department of Education

Strategic Planning Committee

Name	Affiliation	Membership Category	Appointed By
Beth Fair	East Penn School District	Ed Specialist - Instructional Technology	East Penn School District
Beth Witte	East Penn School District	Secondary School Teacher	East Penn School Board
Brent Ohl	East Penn School District	Secondary School Teacher	East Penn School Board
Bruce Denmead	East Penn School District	Secondary School Teacher	East Penn School District
Cheryl Wetzel	Early Educator	Administrator	East Penn School District
Claudia Shulman	East Penn School District	Administrator	East Penn School District
Daniel Bonstein	Mier Insurance Company	Business Representative	East Penn School Board
Daniel Fox	East Penn School District	Ed Specialist - School Counselor	East Penn School District
Debra Keeler	East Penn School District	Middle School Teacher	East Penn School District
Donna Brown	Adult with Children in EPSD	Parent	East Penn School Board
Fran Jones Evers	East Penn School District	Business Representative	East Penn School District
Francee Fuller	East Penn School District	Board Member	East Penn School Board
Francine Confer	East Penn School District	Elementary School Teacher	East Penn School Board
Glen Cheney	Adult without Children in EPSD	Other	East Penn School Board
James Lancsek	Lower Macungie Township	Business Representative	East Penn School Board
James Reitnour	Retiree	Other	East Penn School Board
Janet Spence	East Penn School District	Secondary School Teacher	East Penn School Board
Janice Hoffman	East Penn School District	Administrator	East Penn School District
Jennifer Hertwig	East Penn School District	Parent	East Penn School District
Jennifer Tyma	Adult of EPSD Graduate	Other	East Penn School Board

Karen Sharkazy	East Penn School District	Secondary School Teacher	East Penn School Board
Katherine Kieres	East Penn School District	Administrator	East Penn School Board
Kristen Campbell	East Penn School District	Administrator	East Penn School District
Larry Wingard	Retiree	Other	East Penn School Board
Liane Domitrovitsch	East Penn School District	Elementary School Teacher	East Penn School District
Linda Delvernois	East Penn School District	Administrator	East Penn School District
Lygia Bellis	Adult of EPSD Graduate	Other	East Penn School Board
Marc Dobbs	East Penn School District	Middle School Teacher	East Penn School District
Maria McNabb	East Penn School District - Support Staff	Other	East Penn School Board
Mary Stegura	East Penn School District - Student	Other	East Penn School Board
Nicholas Vassallo	East Penn School District - Student	Other	East Penn School Board
Peter Kolman	East Penn School District	Secondary School Teacher	East Penn School Board
Peter Schutzler	East Penn School District	Administrator	East Penn School District
Rachel Gladys	East Penn School District - Student	Other	East Penn School Board
Rebecca Visintainer	East Penn School District - Student	Other	East Penn School Board
Robert Oberle	East Penn School District	Business Representative	East Penn School Board
Ronald Renaldi	East Penn School District	Administrator	East Penn School Board
Sarah Modo	East Penn School District - Student	Other	East Penn School Board
Seth Flanders	Adult with Children in EPSD	Community Representative	East Penn School Board
Sonia Parks	East Penn School District - Support Staff	Other	East Penn School Board
Stephanie Schwab	East Penn School District	Secondary School Teacher	East Penn School District
Susan Kowalchuck	East Penn School District	Board Member	East Penn School Board
Thomas Gable	East Penn School District - Support Staff	Other	East Penn School Board

Wally Vinovskis Adult with children in non- Other
public school

East Penn School
Board

Data

Reflections

There are currently no reflections selected for this section.

Goals, Strategies and Activities

Goal: 1. Curriculum

Description: The East Penn School District will provide a curriculum that includes a broad array of learning experiences and opportunities.

Strategy: Deliver learning experiences utilizing a differentiated approach which allows for flexibility and fluidity in response to individual student needs.

Description:

Activity: Continue to provide appropriate instructional supports for students.

Last Modified: 1/1/2009

Description: Instructional coaches and support personnel will be utilized to support the instruction in classrooms, as needed.

Person Responsible	Timeline for Implementation	Resources
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Claudia Shulman	Start: 1/1/2009 Finish: Ongoing	-
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Status: Not Started — Overdue

Activity: Continue to provide support and time for professional collaboration to foster greater use of differentiated instructional teaching strategies.

Last Modified: 1/1/2009

Description: Through building level activities, such as grade level meetings, team meetings, subject or department meetings, or faculty meetings, collaboration will be fostered in an effort to promote greater use of differentiated instructional teaching strategies.

Person Responsible	Timeline for Implementation	Resources
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Claudia Shulman	Start: 1/1/2009 Finish: Ongoing	-
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Status: Not Started — Overdue

Activity: Encourage greater inter-disciplinary collaboration.

Last Modified: 1/1/2009

Description: Through the use of teams at the middle level, professional learning communities

struggling students are aligned to each other as well as to Pennsylvania's academic standards.

- Provides leaders with the ability to access and use appropriate data to inform decision-making.
- Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.
- Instructs the leader in managing resources for effective results.

Educator Groups Which Will Participate in this Activity

Role	Grade Level	Subject Area
<ul style="list-style-type: none"> • Classroom teachers • Principals / asst. principals • School counselors • Other educational specialists 	<ul style="list-style-type: none"> • Early childhood (preK-grade 3) • Middle (grades 6-8) • Elementary (grades 2-5) • High school (grades 9-12) 	<ul style="list-style-type: none"> • Reading, Writing, Speaking & Listening • Science and Technology • Arts & Humanities • Civics and Government • Environment and Ecology • Health, Safety and Physical Education • World Languages • Kindergarten Early Learning Standards • Mathematics • History • Career Education and Work • Economics • Family and Consumer Sciences • Geography

Follow-up Activities

Evaluation Methods

- | | |
|---|--|
| <ul style="list-style-type: none"> • Creating lessons to meet varied student learning styles • Lesson modeling with mentoring | <ul style="list-style-type: none"> • Participant survey |
|---|--|

Status: Not Started — Overdue

Activity: Increase real life applications in instructional delivery.

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

Educator Groups Which Will Participate in this Activity

Role	Grade Level	Subject Area
<ul style="list-style-type: none"> • Classroom teachers • Principals / asst. principals • School counselors • Other educational specialists 	<ul style="list-style-type: none"> • Early childhood (preK-grade 3) • Middle (grades 6-8) • Elementary (grades 2-5) • High school (grades 9-12) 	<ul style="list-style-type: none"> • Reading, Writing, Speaking & Listening • Kindergarten Early Learning Standards • Mathematics

Follow-up Activities

- Creating lessons to meet varied student learning styles
- Lesson modeling with mentoring

Evaluation Methods

- Participant survey

Status: Not Started — Overdue

Strategy: Review and revise curriculum and assessments.

Description:

Activity: Collaborate by department/subject area to map curriculum and revise appropriately.

Last Modified: 1/1/2009

Description: Department chairs and subject grade-level leaders work collaboratively with the curriculum and instruction department to review and revise curriculum on a cyclical basis, typically every 5-7 years.

Person Responsible Timeline for Implementation Resources

Claudia Shulman	Start: 1/1/2009 Finish: Ongoing	-
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Status: Not Started — Overdue

Strategy: Review and revise the curriculum that currently meets or exceeds the State standards and Chapter 4 regulations. The curriculum will reflect rigor and relevance to 21st century skills.

Description:

Activity: Include formative/summative assessments and incorporate data to guide decision-making.

Last Modified: 1/1/2009

Description: Faculty members will develop formative/summative assessments - both individually and departmentally. These assessments will be analyzed and the information will guide decision-making.

Person Responsible Timeline for Implementation Resources

Claudia Shulman Start: 1/1/2009 -
 Finish: Ongoing

Status: Not Started — Overdue

Activity: Integrate technology throughout the curriculum to provide more varied learning experiences and opportunities.

Last Modified: 1/1/2009

Description: Teachers will be encouraged to investigate/integrate various technologies as part of the goal of providing students with more varied learning experiences and opportunities.

Person Responsible Timeline for Implementation Resources

Claudia Shulman Start: 1/1/2009 -
 Finish: Ongoing

Status: Not Started — Overdue

Activity: Review and revise curriculum and assessments systematically.

Last Modified: 1/1/2009

Description: Collaborate by department/subject area to map curriculum and to revise appropriately.

Person Responsible Timeline for Implementation Resources

Claudia Shulman Start: 1/1/2009 -
 Finish: Ongoing

Status: Not Started — Overdue

Activity: Utilize technology to collect and share assessment data for the purposes of improving instruction, revising curriculum, and tracking student progress.

Last Modified: 1/1/2009

Description: The district is adopting a data management system.

Person Responsible Timeline for Implementation Resources

Claudia Shulman Start: 1/1/2009 -
 Finish: Ongoing

Status: Not Started — Overdue

Goal: 2. Community Involvement and Partnerships

Description: The East Penn School District will encourage and promote community involvement and collaborative partnerships.

Strategy: Define, identify, and expand the community/district resources, and collaborative partnerships available to enhance learning experiences in the EPSD community.

Description:

Activity: Establish a K-12 committee that is representative of the stakeholders (students, parents, teachers, community, business, pre-school providers, higher education).

Last Modified: 1/1/2009

Description: This committee will identify district resources and collaborative partnerships available to EPSD community; develop a procedure for disseminating the information, utilizing technology, when appropriate; review and revise the information annually in a systematic approach; recommend a means for implementing and sustaining the process.

Person Responsible Timeline for Implementation Resources

Claudia Shulman	Start: 1/1/2009 Finish: Ongoing	-
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Status: Not Started — Overdue

Strategy: Promote greater communication between and among EPSD staff and community members.

Description:

Activity: Increase opportunities for staff collaboration.

Last Modified: 1/1/2009

Description: Establish a communication committee to determine how information will be disseminated to stakeholders utilizing a variety of tools, including technology; refine the framework used to provide smooth transitions within the district and with outside entities.

Person Responsible Timeline for Implementation Resources

Claudia Shulman	Start: 1/1/2009 Finish: Ongoing	-
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Status: Not Started — Overdue

Strategy: Provide career exploration opportunities throughout the curriculum for the purpose of introducing career choices.

Description:

Activity: Establish a school-community connection.

Last Modified: 1/1/2009

Description: Establish a process for connecting the student with community resources; provide opportunities for further career exploration through visitations, job-shadowing, internships, etc.

Person Responsible Timeline for Implementation Resources

Claudia Shulman	Start: 1/1/2009 Finish: Ongoing	-
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Status: Not Started — Overdue

Strategy: Provide more creative opportunities for parental involvement.

Description:

Activity: Create additional opportunities for parental involvement.

Instructional strategies to meet the needs of diverse learners; data analysis skills; curriculum/content development; assessment analysis and development.

All professional development opportunities are based on research based best teaching/learning practices. All curriculum content is aligned to state and national standards. Formative and summative assessments are developed according to research based practice and analyzed to reflect alignment to district, state, and national standards with a focus on improving student learning.

For classroom teachers, school counselors and education specialists:

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

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

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

teaching and learning,
with an emphasis on
learning.

- Instructs the leader in managing resources for effective results.

Educator Groups Which Will Participate in this Activity

Role	Grade Level	Subject Area
<ul style="list-style-type: none"> • Classroom teachers • Principals / asst. principals • School counselors • Other educational specialists 	<ul style="list-style-type: none"> • Early childhood (preK-grade 3) • Middle (grades 6-8) • Elementary (grades 2-5) • High school (grades 9-12) 	<ul style="list-style-type: none"> • Reading, Writing, Speaking & Listening • Science and Technology • Arts & Humanities • Civics and Government • Environment and Ecology • Health, Safety and Physical Education • World Languages • Kindergarten Early Learning Standards • Mathematics • History • Career Education and Work • Economics • Family and Consumer Sciences • Geography

Follow-up Activities

- Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers
- Analysis of student work, with administrator and/or peers
- Creating lessons to meet varied student learning styles
- Peer-to-peer lesson discussions

Evaluation Methods

- Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.
- Student PSSA data
- Standardized student assessment data other than the PSSA
- Classroom student assessment data
- Participant survey
- Review of participant lesson plans
- Review of written reports summarizing instructional activity
- Portfolio

- Lesson modeling with mentoring
- Journaling and reflecting

Status: Not Started — Overdue

Activity: Reflect goals of educators and support staff at district and building levels through the PDI program.

Last Modified: 12/17/2008

Description: Gather and evaluate student data to determine the professional development opportunities needed to enhance student learning. Maintain the procedure for assessing the needs of educators and support staff at building and district levels. Provide activities that promote best teaching/learning practices and/or specific job skills. Provide professional development opportunities/activities that reflect 21st century skills, including the integration of technology into instruction. Provide opportunities through the PDI program offerings for participation by parents, community members, and students, when appropriate. Include bus drivers and other sub-contracted/non-district employees in employee training activities, when appropriate. Include support staff in building staff meetings, employee development activities, and district-wide employee development days, when appropriate.

Person Responsible	Timeline for Implementation	Resources
Claudia Shulman	Start: 9/2/2008 Finish: 7/1/2014	-

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
3.00	200	775
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
East Penn School District and Carbon Lehigh Intermediate Unit	<ul style="list-style-type: none"> • School Entity • Intermediate Unit • Individual 	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
<p>Instructional strategies to meet the needs of diverse learners; data analysis skills; curriculum/content development; assessment analysis and development.</p> <p>Job related skills for support staff, including administrative assistants, bus drivers, maintenance, food service, and sub-</p>	<p>All professional development opportunities are based on research based best teaching/learning practices. All curriculum content is aligned to state and national standards. Formative and summative assessments are developed according to research based practice and analyzed to reflect alignment to district, state, and national standards with a focus on improving student learning.</p>	<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> • Enhances the educator's <u>content knowledge</u> in the area of the educator's certification or assignment. • Increases the educator's <u>teaching</u>

contracted, non-district employees, when appropriate.

skills based on research on effective practice, with attention given to interventions for struggling students.

- Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.
- Empowers educators to work effectively with parents and community partners.

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

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

Educator Groups Which Will Participate in this Activity

Role

- Classroom teachers

Grade Level

- Early childhood (preK-grade 3)

Subject Area

- Reading, Writing, Speaking & Listening

- Principals / asst. principals
- School counselors
- Other educational specialists
- Middle (grades 6-8)
- Elementary (grades 2-5)
- High school (grades 9-12)
- Science and Technology
- Arts & Humanities
- Civics and Government
- Environment and Ecology
- Health, Safety and Physical Education
- World Languages
- Kindergarten Early Learning Standards
- Mathematics
- History
- Career Education and Work
- Economics
- Family and Consumer Sciences
- Geography

Follow-up Activities

- Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers
- Analysis of student work, with administrator and/or peers
- Creating lessons to meet varied student learning styles
- Peer-to-peer lesson discussions
- Lesson modeling with mentoring
- Journaling and reflecting
- Job performance

Evaluation Methods

- Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.
- Student PSSA data
- Standardized student assessment data other than the PSSA
- Classroom student assessment data
- Participant survey
- Review of participant lesson plans
- Review of written reports summarizing instructional activity
- Portfolio
- Job performance eval (Support staff members are evaluated for performance of job-related skills.)

Status: Not Started — Overdue

Activity: Review and evaluate the PDI program annually.

Last Modified: 12/17/2008

Description: Distribute, collect, and analyze evaluation forms after each PDI program session.

ongoing program that addresses specific topics and individual needs.

the area of the educator's certification or assignment.

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

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

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

Educator Groups Which Will Participate in this Activity

Role

- Classroom teachers
- School counselors

Grade Level

- Early childhood (preK-grade 3)
- Middle (grades 6-8)

Subject Area

- Reading, Writing, Speaking &

- Other educational specialists
- Elementary (grades 2-5)
- High school (grades 9-12)
- Listening
- Science and Technology
- Arts & Humanities
- Civics and Government
- Environment and Ecology
- Health, Safety and Physical Education
- World Languages
- Kindergarten Early Learning Standards
- Mathematics
- History
- Career Education and Work
- Economics
- Family and Consumer Sciences
- Geography

Follow-up Activities

- Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers
- Analysis of student work, with administrator and/or peers
- Creating lessons to meet varied student learning styles
- Peer-to-peer lesson discussions
- Lesson modeling with mentoring
- Journaling and reflecting

Evaluation Methods

- Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.
- Classroom student assessment data
- Participant survey
- Review of participant lesson plans

Status: Not Started — Overdue

Activity: Foster growth and development of the new teacher or educational specialist in mastering and refining effective teaching skills.

Last Modified: 12/17/2008

Description: Provide professional development that encourages self-reflection based on student performance analysis and constructive feedback from parents, teachers, and administrators.

Documentation of self-reflection will be provided through journal writings and other self-assessment practices. Establish a tiered, multi-year new teacher induction program.

Person Responsible

Claudia Shulman

Timeline for Implementation

Start: 9/2/2008
Finish: 7/1/2014

Resources

-

Professional Development Activity Information

Number of Hours Per Session

2.00

Total Number of Sessions Per School Year

15

Estimated Number of Participants Per Year

30

Organization or Institution Name

East Penn School District

Type of Provider

- School Entity

Provider's Department of Education Approval Status

Approved

Knowledge and Skills

Analysis of data; decision-making; analysis of student performance; differentiated instruction to meet the needs of students; ability to elicit feedback from students, parents, teachers, counselors, administrators to drive instructional practice; utilize self-reflection practices to improve instruction.

Research and Best Practices

Self-reflection promotes professional growth and is based on research indicating the positive impact of self-reflecting teaching.

Designed to Accomplish

For classroom teachers, school counselors and education specialists:

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

community partners.

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

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

Educator Groups Which Will Participate in this Activity

Role	Grade Level	Subject Area
<ul style="list-style-type: none">• Classroom teachers• School counselors• Other educational specialists	<ul style="list-style-type: none">• Early childhood (preK-grade 3)• Middle (grades 6-8)• Elementary (grades 2-5)• High school (grades 9-12)	<ul style="list-style-type: none">• Reading, Writing, Speaking & Listening• Science and Technology• Arts & Humanities• Civics and Government• Environment and Ecology• Health, Safety and Physical Education• World Languages• Kindergarten Early Learning Standards• Mathematics• History• Career Education and Work• Economics• Family and Consumer Sciences• Geography

Follow-up Activities

- Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers
- Analysis of student work, with administrator and/or peers
- Creating lessons to meet varied student learning styles
- Peer-to-peer lesson discussions
- Lesson modeling with

Evaluation Methods

- Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.
- Classroom student assessment data
- Participant survey
- Review of participant lesson plans

- mentoring
- Journaling and reflecting

Status: Not Started — Overdue

Activity: Provide an induction program that is structured to adapt to the needs of the new teacher or educational specialist.

Last Modified: 12/17/2008

Description: All mentors or support teachers must be experienced, tenured professionals who have received satisfactory ratings on their annual evaluations. The new teacher and mentor or induction support teacher will work in the same building and at the same type of assignment, if possible. An orientation program will be held prior to the start of the school year for new teachers and their mentors. This orientation is required for all professional staff who are new to the district. Evaluations of individual sessions, as well as mid-year and end-of-year assessments, will be conducted to determine the needs of participants. A district induction team will meet annually to evaluate, analyze, and refine the induction program. The district induction team led by Director of C & I will include teachers/educational specialists, and administrators. Upon successful completion of the first year, documentation will be forwarded to PDE as verification that the induction state requirement has been met. At the conclusion of EPSP required induction program, new teachers or educational specialists will be awarded a certificate of completion.

Person Responsible	Timeline for Implementation	Resources
Claudia Shulman	Start: 9/2/2008 Finish: 7/1/2014	-

Professional Development Activity Information		
Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
2.00	48	60
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
East Penn School District	• School Entity	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Analysis of data; decision-making; analysis of student performance; differentiated instruction to meet the needs of students; ability to elicit feedback from students, parents, teachers, counselors, administrators to drive instructional practice; utilize self-reflection practices to improve instruction.	Self-reflection promotes professional growth and is based on research indicating the positive impact of self-reflecting teaching.	<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> Enhances the educator's <u>content knowledge</u> in the area of the educator's certification or assignment.

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

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

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

Educator Groups Which Will Participate in this Activity

Role	Grade Level	Subject Area
<ul style="list-style-type: none"> • Classroom teachers • School counselors • Other educational specialists 	<ul style="list-style-type: none"> • Early childhood (preK-grade 3) • Middle (grades 6-8) • Elementary (grades 2-5) • High school (grades 9-12) 	<ul style="list-style-type: none"> • Reading, Writing, Speaking & Listening • Science and Technology • Arts & Humanities • Civics and Government • Environment and Ecology • Health, Safety and Physical Education • World Languages • Kindergarten Early Learning Standards • Mathematics • History

- Career Education and Work
- Economics
- Family and Consumer Sciences
- Geography

Follow-up Activities

- Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers
- Analysis of student work, with administrator and/or peers
- Creating lessons to meet varied student learning styles
- Peer-to-peer lesson discussions
- Lesson modeling with mentoring
- Journaling and reflecting

Evaluation Methods

- Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.
- Classroom student assessment data
- Participant survey
- Review of participant lesson plans

Status: Not Started — Overdue

Activity: Provide ongoing professional development, exclusive of the district evaluation system, in a collaborative and supportive environment.

Last Modified: 12/17/2008

Description: Establish a building level professional support system. This support system will be facilitated by the building induction team, which should include the principal, the mentors, induction support teachers, inductees, and other support people. It is recommended that the building induction team meet quarterly.

Person Responsible

Claudia Shulman

Timeline for Implementation

Start: 9/2/2008
Finish: 7/1/2014

Resources

-

Professional Development Activity Information

Number of Hours Per Session

1.00

Total Number of Sessions Per School Year

4

Estimated Number of Participants Per Year

70

Organization or Institution Name

East Penn School District

Type of Provider

- School Entity

Provider's Department of Education Approval Status

Approved

Knowledge and Skills

Research and Best

Designed to Accomplish

Practices

Analysis of data; decision-making; analysis of student performance; differentiated instruction to meet the needs of students; ability to elicit feedback from students, parents, teachers, counselors, administrators to drive instructional practice; utilize self-reflection practices to improve instruction.

Self-reflection promotes professional growth and is based on research indicating the positive impact of self-reflecting teaching.

For classroom teachers, school counselors and education specialists:

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

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

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

Educator Groups Which Will Participate in this Activity

Role	Grade Level	Subject Area
<ul style="list-style-type: none"> • Classroom teachers • Principals / asst. principals • School counselors 	<ul style="list-style-type: none"> • Early childhood (preK-grade 3) • Middle (grades 	<ul style="list-style-type: none"> • Reading, Writing, Speaking & Listening • Science and Technology

- Other educational specialists
- 6-8)
- Elementary (grades 2-5)
- High school (grades 9-12)
- Arts & Humanities
- Civics and Government
- Environment and Ecology
- Health, Safety and Physical Education
- World Languages
- Kindergarten Early Learning Standards
- Mathematics
- History
- Career Education and Work
- Economics
- Family and Consumer Sciences
- Geography

Follow-up Activities

- Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers
- Analysis of student work, with administrator and/or peers
- Creating lessons to meet varied student learning styles
- Peer-to-peer lesson discussions
- Lesson modeling with mentoring
- Journaling and reflecting

Evaluation Methods

- Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.
- Student PSSA data
- Standardized student assessment data other than the PSSA
- Classroom student assessment data
- Participant survey
- Review of participant lesson plans
- Review of written reports summarizing instructional activity
- Portfolio

Status: Not Started — Overdue

Activity: Provide the new teacher or educational specialist with an understanding of effective teaching skills, as well as policies and procedures required to meet district and building expectations.

Last Modified: 12/17/2008

Description: Provide resources that define policies and procedures in regard to district and building expectations. Provide professional development focused on best practices and research based instructional strategies to meet the needs of diverse learners. Provide embedded professional development by modeling and mentoring activities focused on classroom and time management skills.

Person Responsible

Claudia Shulman

Timeline for Implementation

Start: 9/2/2008

Resources

-

Finish: 7/1/2014

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
2.00	48	60
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
East Penn School District	<ul style="list-style-type: none">School Entity	Approved

Knowledge and Skills

Analysis of data; decision-making; analysis of student performance; differentiated instruction to meet the needs of students; ability to elicit feedback from students, parents, teachers, counselors, administrators to drive instructional practice; utilize self-reflection practices to improve instruction.

Research and Best Practices

New teacher induction opportunities are based on research based best teaching/learning practices to meet the needs of diverse learners. It also provides embedded professional development by modeling and mentoring activities focused on classroom and time management skills. Best practices in new teacher induction and mentoring are reinforced by Pennsylvania's induction requirement for Level I certification.

Designed to Accomplish

For classroom teachers, school counselors and education specialists:

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

partners.

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

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

Educator Groups Which Will Participate in this Activity

Role	Grade Level	Subject Area
<ul style="list-style-type: none">• Classroom teachers• School counselors• Other educational specialists	<ul style="list-style-type: none">• Early childhood (preK-grade 3)• Middle (grades 6-8)• Elementary (grades 2-5)• High school (grades 9-12)	<ul style="list-style-type: none">• Reading, Writing, Speaking & Listening• Science and Technology• Arts & Humanities• Civics and Government• Environment and Ecology• Health, Safety and Physical Education• World Languages• Kindergarten Early Learning Standards• Mathematics• History• Career Education and Work• Economics• Family and Consumer Sciences• Geography

Follow-up Activities

- Team development and sharing of content-area lesson implementation outcomes, with involvement of

Evaluation Methods

- Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.
- Classroom student assessment data

- administrator and/or peers
 - Analysis of student work, with administrator and/or peers
 - Creating lessons to meet varied student learning styles
 - Peer-to-peer lesson discussions
 - Lesson modeling with mentoring
 - Journaling and reflecting
- Participant survey
 - Review of participant lesson plans

Status: Not Started — Overdue

Activity: Provide training for mentors in topics and skills critical to the success of the new teacher or educational specialist.

Last Modified: 9/2/2009

Description: Prior to being considered as a mentor, each new mentor will be required to successfully complete an EPSD mentor training program that will focus on skills and strategies necessary to assist the new teacher or educational specialist in his/her commitment to excellence in the District. The selection of mentors will be a collaborative decision between principals and the C & I Office. Training for the mentor teacher will emphasize such topics as: a commitment to the teaching profession and service to children; the use of a variety of instructional classroom organization and grouping techniques; evidence of success in teaching students of varied instructional levels; a willingness to give special attention to students with diverse needs; evidence of instructional leadership; ability to communicate positively with peers, parents, and students; a familiarity with current literature/research on effective schools and effective teaching.

Person Responsible	Timeline for Implementation	Resources
Claudia Shulman	Start: 9/2/2009 Finish: 7/1/2014	-

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
3.00	4	30
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
East Penn School District	• School Entity	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Adult learning styles; confidentiality; relationship building; review of procedures and policies; classroom	Research indicates that providing a new teacher with the ongoing support of an exemplary, experienced mentor teacher	<i>For classroom teachers, school counselors and education specialists:</i>

management; coaching skills; instructional leadership skills; communication skills.

directly correlates to success and retention in the teaching profession.

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

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

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

Educator Groups Which Will Participate in this Activity

Role

- Classroom teachers
- School counselors
- Other educational specialists

Grade Level

- Early childhood (preK-grade 3)
- Middle (grades 6-8)
- Elementary (grades 2-5)
- High school (grades 9-12)

Follow-up Activities

- Peer-to-peer lesson discussions
- Lesson modeling with mentoring
- Journaling and reflecting

Evaluation Methods

- Participant survey
- Review of written reports summarizing instructional activity

Status: Not Started — Upcoming

Goal: 5. Comprehensive Annual Student Assessment Program

Description: 5. The East Penn School District administrative team and teachers will regularly evaluate and enhance the comprehensive annual student assessment program.

Strategy: Measure and compare annually each student's level of achievement.

Description:

Activity: Assessment Analysis Procedures and Decision-Making

Last Modified: 1/1/2009

Description: Incorporate technology in order to make the data readily available, manageable, and usable for all stakeholders; develop strategies and methods to communicate each student's academic progress; use student assessment data to determine the need for support or enhancement of instruction.

Person Responsible **Timeline for Implementation** **Resources**

Claudia Shulman	Start: 1/1/2009 Finish: Ongoing	-
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Status: Not Started — Overdue

Activity: EPSP Assessment Program

Last Modified: 1/1/2009

Description: The EPSP assessment program includes state and local assessments. At the elementary level the assessment program includes fluency probes, reading and math series assessments, PSSA reading, math, and writing, and the Developmental Reading Assessment. At the middle level the assessment program includes PSSA reading, math, and writing, common assessments in core content areas, benchmark assessments. At the high school the assessment program includes PSSA reading, math, and writing, benchmark assessments, semester exams, advanced placement assessments, as prescribed, and scholastic aptitude tests, as appropriate.

Person Responsible **Timeline for Implementation** **Resources**

Claudia Shulman	Start: 1/1/2009 Finish: Ongoing	-
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Status: Not Started — Overdue

Strategy: Student Achievement Assessment Plans

Description:

Activity: Collaborative analysis of assessment results

Last Modified: 1/1/2009

Description:

Person Responsible **Timeline for Implementation** **Resources**

Denise Torma	Start: 1/1/2009 Finish: Ongoing	-
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Status: Not Started — Overdue

Goal: 6. Leader in Education

Description: 6. The East Penn School District will set and achieve standards to establish our school district as a leader in education.

Strategy: Continue to provide professional development opportunities for the professional and support staff through the Professional Development Institute Program.

Description:

Activity: Continue consistent professional development.

Last Modified: 1/1/2009

Description: The district's PDI Program will provide a framework of workshops/opportunities for consistency in instructional strategies/skills based on best teaching/learnig practice across grade levels and subject areas. The PDI Program will continue to provide a common language and focused areas of professional development.

Person Responsible Timeline for Implementation Resources

Claudia Shulman	Start: 1/1/2009 Finish: Ongoing	-
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Status: Not Started — Overdue

Activity: PDI Program annually updated.

Last Modified: 1/1/2009

Description: Members of the PDI Voluntary Steering Committee/Employee Development Advisory Team will annually review program offerings and scheduling. This process is aligned to Act 48 regulations.

Person Responsible Timeline for Implementation Resources

Claudia Shulman	Start: 1/1/2009 Finish: Ongoing	-
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Status: Not Started — Overdue

Goal: 7. Technology

Description: The East Penn School District will continue to research, develop, and implement its current and future technology plan to enhance student learning and foster new opportunities.

Strategy: Reflect the goals of educators and support staff at building and district levels to support the needs of students.

Description:

Activity: Provide technology professional development for faculty and staff through the PDI Program.

Last Modified: 1/1/2009

Description: Continue to provide ongoing professional development in the integration of technology into classroom teaching/learning, as a strategy to address the needs of diverse learners. Professional opportunities will also be provided for EPSD staff members to improve job competencies utilizing technology.

Person Responsible Timeline for Implementation Resources

Claudia Shulman	Start: 1/1/2009 Finish: Ongoing	-
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Status: Not Started — Overdue

Goal: 8. Decision-making

Description: The East Penn School District in an effort to improve the overall vitality of the school district, will develop and implement a consistent approach to decision-making at all levels in the organization with an emphasis on internal communications.

Strategy: Encourage greater inter-disciplinary collaboration.

Description: Form planning teams at each school.

Activity: Create grade level/interdisciplinary collaboration.

Last Modified: 1/1/2009

Description: Teachers will be encouraged to collaborate. Elementary and middle level teachers will utilize common planning time for interdisciplinary collaboration; high school is investigating the PLC model as a means of developing more interdisciplinary collaboration.

Person Responsible **Timeline for Implementation** **Resources**

Claudia Shulman	Start: 1/1/2009 Finish: Ongoing	-
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Status: Not Started — Overdue

Strategy: Facilitate data-informed decision-making.

Description: Planning teams will analyze data obtained from district data management system.

Activity: Foster professional learning communities.

Last Modified: 1/1/2009

Description: Our current PLC/Rtl district-wide committee will continue to address the implementation of PLC/Rtl at the buildings, as appropriate. These PLC's will be utilized as a means for teacher collaboration to analyze data. This analysis will be the impetus for instructional and curricular decision-making.

Person Responsible **Timeline for Implementation** **Resources**

Claudia Shulman	Start: 1/1/2009 Finish: Ongoing	-
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Status: Not Started — Overdue

Strategy: Improve internal communication

Description: Use district intranet to distribute key information

Activity: Establish a K-12 communication committee.

Last Modified: 1/1/2009

Description: This committee will determine how information will be disseminated to stakeholders utilizing a variety of tools, including technology. The committee will also refine the framework used to provide smooth transitions within EPSD and with outside entities.

Person Responsible **Timeline for Implementation** **Resources**

Denise Torma	Start: 1/1/2009 Finish: Ongoing	-
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Status: Not Started — Overdue

Strategy: Include formative/summative assessments to guide decision-making.

Description:

Activity: Include formative/summative assessments for decision-making.

Last Modified: 1/1/2009

Description: Faculty members will utilize individual and common formative/summative assessments. The analysis of the data will guide decision-making concerning curriculum development and instructional practice.

Person Responsible **Timeline for Implementation** **Resources**

Claudia Shulman	Start: 1/1/2009 Finish: Ongoing	-
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Status: Not Started — Overdue

Strategy: Measure and compare annually each student's level of achievement.

Description:

Activity: Communicate each student's academic progress.

Last Modified: 1/1/2009

Description: Teachers will share information with grade level and subject area colleagues.

Person Responsible **Timeline for Implementation** **Resources**

Claudia Shulman	Start: 1/1/2009 Finish: Ongoing	-
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Status: Not Started — Overdue

Activity: Incorporate technology.

Last Modified: 1/1/2009

Description: Utilizing a data management system, data will be readily available and usable for all stakeholders.

Person Responsible **Timeline for Implementation** **Resources**

Claudia Shulman	Start: 1/1/2009 Finish: Ongoing	-
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Status: Not Started — Overdue

Strategy: Promote greater communication between and among EPSD staff and community members.

Description:

Activity: Increase opportunities for staff/community collaboration.

Last Modified: 1/1/2009

Description: Establish a communication committee to determine how information will be disseminated to stakeholders utilizing a variety of tools, including technology. Refine the framework used to provide smooth transitions within EPSD and with outside educational entities.

Person Responsible Timeline for Implementation Resources

Claudia Shulman Start: 1/1/2009 -
Finish: Ongoing

Status: Not Started — Overdue

Strategy: Provide more creative opportunities for parental involvement.

Description:

Activity: Provide workshops and informational meetings for parents.

Last Modified: 1/1/2009

Description: Workshops and informational meetings will be developed for parents, when appropriate. For those unable to attend, available technology, such as the EPSD website, podcasts/vodcasts, local TV access, etc. will be utilized. Existing parent advisory councils/parent teacher organizations will be used to create a framework for providing parents with engagement opportunities at all grade levels. These organizations will be responsible for implementing and sustaining the process.

Person Responsible Timeline for Implementation Resources

Claudia Shulman Start: 1/1/2009 -
Finish: Ongoing

Status: Not Started — Overdue

Strategy: Reflect in the District's PDI Program the goals of educators and support staff at building and district levels.

Description:

Activity: Maintain the EPSD Voluntary Employee Development Advisory Team.

Last Modified: 1/1/2009

Description: The Voluntary Employee Development Advisory Team, consisting of administrators, aides, maintenance staff, food service employees, parents, and community members (aligned to Act 48 regulations), will meet annually to review and revise the Professional Development Institute Program to reflect individual educators, support staff members, building and district needs/goals. The team will analyze data from annual PDI surveys that assess the effectiveness of the program.

Person Responsible Timeline for Implementation Resources

Claudia Shulman Start: 1/1/2009 -
Finish: Ongoing

Status: Not Started — Overdue

Strategy: Review and revise systematically the curriculum.

Description:

Activity: Review and revise curriculum.

Last Modified: 1/1/2009

Description: Faculty members will collaboratively review and revise curricula - typically every 5-7 years. Curriculum mapping and data management are integral components of this process.

Person Responsible Timeline for Implementation Resources

Claudia Shulman Start: 1/1/2009 -
Finish: Ongoing

Status: Not Started — Overdue

Strategy: Utilize technology to collect and share assessment data for the purposes of improving instruction, revising curriculum, and tracking student progress.

Description:

Activity: Integrate technology to collect and share assessment data.

Last Modified: 1/1/2009

Description: A data management system will be utilized to collect and share K-12 assessment data for the purposes of improving instruction, revising curriculum, and tracking student progress.

Person Responsible Timeline for Implementation Resources

Claudia Shulman Start: 1/1/2009 -
Finish: Ongoing

Status: Not Started — Overdue

Measurable Annual Improvement Targets

The East Penn School District in an effort to continually improve the academic achievement of all students will do the following:

- Review and revise all academic curricula and assessments on an ongoing basis to ensure they are aligned to most current standards and assessment anchors with a focus on improving instructional practice.
- Measure and compare on an ongoing basis each student's level of achievement on state and local assessments. Teachers, principals, and central office administrators are committed to improving student achievement by analyzing student assessment results in order to plan for future instruction.
- Measure student's comprehension of the District's standards-based curriculum through focused local assessments.
- Subgroups will be targeted with instructional practices and/or interventions based on individual need.

Curriculum, Instruction and Instructional Materials

The East Penn School District is committed to developing lifelong learners, independent and creative thinkers, and problem solvers through a curriculum that is rigorous, relevant, and reflective of 21st century skills. Curriculum, instruction, and instructional materials are reviewed on a cyclical-basis, reflecting alignment and integration with the PA Academic Standards and assessment anchors. Content-specific grade-level teachers work with the curriculum and instruction K-12 supervisors and department or content leaders to map curriculum, to revise

content aligned to the standards and anchors, and to select instructional materials to support the revised curriculum. The East Penn School District has a Director of Curriculum and Instruction, a supervisor of elementary curriculum, and a supervisor of secondary curriculum to oversee this important process.

This document shows the proposed plan for curriculum mapping, writing, acquiring materials, and implementing curriculum for each subject area. As a plan, it is meant to guide all of those involved in the curriculum development and revision process.

Key:

M = Mapping curriculum and researching best practices- specifying what is being taught and should be taught in a sequenced planned K-12 course of study.

W = Writing curriculum - the process of taking the curriculum map and expanding it into the actual units reflecting the objectives, level of achievement (A=awareness, L=learning, U=understanding, and R=reinforcement), content to reach the objectives, the formative and summative evaluations, and the standards to which the unit is aligned. This process also includes a description of the course, goals for the course, pre-requisite requirements, requirements for the course, and materials/texts used for the course. As part of this process, monies are allocated in the implementation year to fund the materials/texts for the course.

I = Implementation - the process of implementing the approved curriculum by designing individual units based on essential questions, assessments to check for understanding, and planned activities to help students understand the essential concepts. Teachers use a web-based system to design and share units.

R= Reviewing curriculum - the process of reviewing the effectiveness of the written plan and updating, rearranging, or modifying, as necessary.

Year	Library K-12	World Lang. 6-12	Bus. Comp. 9-12	Comp Sci. 9-12	Math K-12	Scie. K-12	HWF K-12	Social Stud. K-12	FCS 6-12	LA K-12	Mus. K-12	Art K-12	TE 6-12
08-09	W	W	W	W	M							I	I
09-10	I	I	I	I	W								
10-11	I	I	I	I	I	M	M						
11-12	R	I	R	R	I	W	W	M	M				
12-13	R	I	R	R	R	I	I	W	W				
13-14	R	R	R	R	R	I	I	I	I	M	M		

Assessments and Public Reporting

It is the belief of the East Penn School District that assessments are essential to good learning. Diagnostic, formative, and summative assessments provide critical information regarding student understanding of essential concepts and data from such assessments can be used to drive curriculum, instruction, and on-going assessment. Student achievement in academic standards is measured through performance on state-mandated standardized tests and through benchmark assessments administered in reading and mathematics. Data is used to monitor academic progress relative to mastery of the standards and to plan for further instructional needs and/or support.

Student achievement is reported through a District Report Card, through a District Website, and through student progress reports, report cards and parent conferences. The East Penn School District utilizes a K-5 standards based report card, which identifies achievement relative to proficiency levels in standards for each grade. At the classroom level, teachers use diagnostic, formative, and summative assessments to determine and monitor individual student understanding and to also adjust instruction to meet student needs. These assessments provide teachers with information needed to plan and deliver differentiated instruction targeted to those student needs.

East Penn School District also uses a student progress monitoring system that was created in-house and enables administrators, teacher leaders, and instructional coaches to track student performance in order to aid in meeting the needs of the No Child Left Behind Act. Administrators, teacher leaders, and instructional coaches share this data with classroom teachers during planned PLC sessions, team meetings, planning periods, etc.

At the elementary level, common assessments are administered in reading and math for all grades, fluency probes for all grades, and Developmental Reading Assessment for Grades K-2.

At the middle level, common assessments are administered at mid-year and end-of-year in the four core content areas of Language Arts, math, science, and social studies.

At the high school, mid-term and end-of-term assessments are administered in English, math, science, social studies, World Language, Health, Family Consumer Science, and Business Education.

Targeted Assistance For Struggling Students

The East Penn School District currently offers assistance for struggling students at all grade levels with a number of different programs and instructional strategies. This academic support is provided to students identified through state assessment results as non-proficient in reading and/or math. At the elementary level, instructional support teachers (IST) and academic support aides assist classroom teachers with differentiated instruction to meet the needs of these learners. At the middle level, instructional support teachers (IST), academic support aides, literacy coaches, and math coaches assist classroom teachers in analyzing ongoing formative assessments and redesigning instruction incorporating differentiated lessons to meet the needs of these learners. 4Sight Benchmark assessments are also used at the middle level to assess and monitor progress for these identified learners. At the high school, literacy and math coaches assist classroom teachers with analyzing ongoing formative assessments/4Sight assessments and with redesigning instruction to meet the differentiated needs of these learners.

East Penn also offers an alternative education program, Learning to Succeed (LTS). It is designed to help certain students in grades 11-12, who, for various reasons, have shown that they are unable to or unwilling to succeed in a traditional school setting. LTS offers a more personal and informal atmosphere, smaller classes, a curriculum that ensures flexibility of instruction and relevancy for learning with a target of meeting the needs of each student. Each student will have the opportunity to develop his/her full potential academically, physically,

creatively, and socially. Each teacher will employ non-traditional instructional activities in their classrooms.

Support for Struggling Schools

The East Penn School District building administrators annually report to the Superintendent, the School Board, and the community the status of their students' proficiencies in reading and math as designated by subgroup categories. The philosophy of the district is one of continuous assessment as a means to identify potential performance gaps. 4Sight testing data for students grades six through eleven guide building leadership teams (principals, counselors, teacher leaders, instructional coaches, and teachers) in redesigning instruction.

In addition to 4Sight data, the leadership teams analyze each year's PSSA scores in an effort to determine annual yearly progress. The Pennsylvania Value Added Assessment System (PVAAS) and E-Metric are additional resources that will be used. The PVAAS program will allow educators to project the likelihood of a student achieving a specified target performance level on future PSSA testing and will also provide a realistic measure of a school's progress over time. E-Metric provides quick, easy, and secure access to student performance results on the Pennsylvania System of Assessments (PSSA's). Reports can be generated in table or graph format and can be accessed in summary or individual student level by selecting content, aggregate levels, statistics, disaggregated groups or subgroups, and/or score variables.

Qualified, Effective Teachers and Capable Instructional Leaders

The East Penn School District is committed to providing all students with qualified, state certified, professional educators, and makes every effort to ensure that our teachers and instructional leaders are rated highly qualified under the NCLB law. The personnel records indicate that as of May 12, 2008, all teachers and instructional leaders have met the requirements for "highly qualified" status. In order to ensure continued professional growth, the East Penn School District provides a comprehensive professional development plan for all professionals and is planning to extend our existing new teacher induction plan to a three-year induction plan.

Parent and Community Participation

The East Penn School District strongly supports active involvement and participation of parents and local community members and agencies within our schools. Parent organizations meet on a regular basis and plan various events for students throughout the school year. Many parents also volunteer their time in our schools and in our extra-curricular program. Parents and community members serve on our strategic planning committee, professional education committee, and our standards and assessment committee.

Pre-Kindergarten Transition

Pre-K is presently not offered in the East Penn School District.