Quakertown Community SD

District Level Plan

07/01/2018 - 06/30/2021

District Profile

Demographics

100 Commerce Drive
Quakertown, PA 18951
(215) 529-2000
Superintendent: William Harner
Director of Special Education: Janet Pelone

Planning Process

In April of 2016, a mission, vision and beliefs survey tool was distributed to Board members, administrators, and parent council to collect input on revisions. Input from all stakeholders who returned the survey was reviewed and considered in revising the mission, vision, and belief statements.

The Board of School Directors held a board retreat in June 2016 to review district goals, accomplishments, and identified needs, and established goals for 2016-17. These goals provide the basis for the development of the goals and strategies in the Comprehensive Plan.

The district sought volunteers from the teacher group, administrator group, parent council, the chamber of commerce, and other community organizations for the Comprehensive Planning Committee. Led by JoAnn Perotti, of the Bucks County Intermediate Unit, the Comprehensive Planning committee held their meeting on October 5, 2016.

Mission Statement

Our mission is to prepare all students with the knowledge, habits, and skills they need to graduate ready for college or career and for engaged citizenship, all at the best value to our community.

Vision Statement

The district's vision is to prepare its students to be lifelong learners, who are able to pursue academic and career excellence, exhibit personal responsibility, participate as citizens in our democracy, and contribute to society. The goal of the school board is to achieve excellence in education consistent with its mission statement, while exercising responsible stewardship of community resources.

Shared Values

QCSD SHARED BELIEFS:

- ❖ We believe we are responsible for preparing all students for life after graduation.
- ❖ We believe in providing a safe and student centered culture and environment
- ❖ We believe everyone must act with civility, responsibility, and integrity.
- ❖ We believe in the responsible stewardship of community resources.
- ❖ We believe education is a collaboration between students, parents and families, staff, school board, and community.
- ❖ We believe in communicating effectively and transparently with all stakeholders.
- ❖ We believe in using data, reflection, and evaluation to drive continuous improvement.

Educational Community

Community Profile

The Quakertown Community School District, located in Upper Bucks County, serves the townships of Haycock, Milford and Richland, and the boroughs of Quakertown, Richlandtown and Trumbauersville. After a number of years of rapid growth, enrollment has stabilized. Our area enjoys all of the beauty and charm historic Bucks County has to offer. Directly along the Liberty Bell Trail, Quakertown blends the historic past with modern convenience and small town hospitality. The School District comprises an environment of mostly rolling hills and farmland in its 72.3 square miles. The community is made up largely of single family homes and developments. Still, it also is home to large industry, wholesale and service companies. There are three police departments that service our area. There are various hotels, restaurants including fine dining and fast food, and various churches.

Area resources that partner with the school district include Levy School Bus Company; Quakertown Community Education Foundation; Upper Bucks Chamber of Commerce; Upper Bucks YMCA; Bucks County Intermediate Unit #22; Ombudsman Alternative School; numerous businesses and community groups; six municipalities; and Bucks County Library System.

Situated in the Northwest corner of Bucks County, our schools lead to the crossroads of routes 309, 313, and 663. An airport for lightweight aircraft, easy access to the Pennsylvania Turnpike and scheduled bus service makes travel to cultural and amusement centers easy: Allentown (15 miles), Bethlehem (15 miles), Philadelphia (45 miles), New York City (90 miles) and Atlantic City (115 miles).

The district's instructional program implements a comprehensive, standards-based curriculum and reporting system focused on increasing rigor at all levels and preparing all students for college and career. The K-12 student body attends six elementary schools (grades K-5), two middle schools (grades 6-8) and a comprehensive senior high school (grades 9-12), including a Freshman Center. QCSD also offers full time and hybrid online learning opportunities.

Approximately 400 students in grades 9-12 attend the Upper Bucks County Area Vocational Technical School.

The QCSD 2016-17 operating budget of $104 million supports the district's exemplary educational programs. In 2016-17, the district received approximately 24.6% of its revenue from state subsidies.

Planning Committee

Name	Role
Nancianne Edwards	Administrator : Professional Education Special Education
Dr. William Harner	Administrator : Professional Education Special Education
Lisa Hoffman	Administrator : Professional Education
Joseph Kuzo	Administrator : Professional Education
Robert Riegel	Administrator : Professional Education
Zachary Schoch	Administrator : Professional Education
Kathleen Winters	Administrator : Professional Education
Paul Stepanoff	Board Member : Professional Education
David Finnerty	Building Principal : Professional Education
David Freeman	Business Representative : Professional Education
Tara King	Business Representative : Professional Education
Patricia Edwards	Community Representative : Professional Education
Lisa Geier	Community Representative : Professional Education
Kirsten Cochran	Ed Specialist - Home and School Visitor : Professional Education Special Education
Erica Henry	Ed Specialist - School Counselor : Special Education
Jaime Maddon	Elementary School Teacher - Regular Education : Special Education
Jeff Palen	Elementary School Teacher - Regular Education : Professional Education
Brooke Reed	Elementary School Teacher - Regular Education : Professional Education
Carolyn Staffieri	Elementary School Teacher - Special Education : Special Education
JoAnn Perotti	External Facilitator - Bucks County Intermediate Unit #22 : Professional Education Special Education
Kurt Handel	High School Teacher - Regular Education : Professional Education
Laura Stoudt	High School Teacher - Regular Education : Professional Education
Chad Evans	Middle School Teacher - Regular Education : Special Education
Julianne Pennabaker	Middle School Teacher - Regular Education : Professional Education
Joe Santanello	Middle School Teacher - Regular Education : Professional Education

Innocenzo Martellucci	Middle School Teacher - Special Education : Special Education
Kristine Ziller	Middle School Teacher - Special Education : Professional Education Special Education
Anthony Carty	Parent : Professional Education Special Education
Heidi Johnson	Parent : Special Education
Christine Romano	Parent : Professional Education
Shirley Moyer	Special Education Director/Specialist : Special Education
Janet Pelone	Special Education Director/Specialist : Professional Education Special Education
Haley Hendricks	Student : Professional Education
Andrew Labeeb	Student : Professional Education

Core Foundations

Standards

Mapping and Alignment

Elementary Education-Primary Level

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

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

The majority of the areas are listed as developing because strategic plans are in place to address any areas of need. The areas that are listed as Needs Improvement will be addressed through the 6 year curriculum cycle rotation. The Science and Social Studies standards are being looked at in year 2 of the curriculum cycle and are slated for implementation in 2017-18. The Family Consumer Science standards will be addressed through curriculum rewrites in FCS classes and other subject areas and will be completely ready for implementation in 2017-18. All of the alternate standards will be addressed through the cycle as well.

Elementary Education-Intermediate Level

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

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

The majority of the areas are listed as developing because strategic plans are in place to address any areas of need. The areas that are listed as Needs Improvement will be addressed through the 6 year curriculum cycle rotation. The Science and Social Studies standards are being looked at in year 2 of the curriculum cycle and are slated for implementation in 2017-18. The Family Consumer Science standards will be addressed through curriculum rewrites in FCS classes and other subject areas and will be completely ready for implementation in 2017-18. All of the alternate standards will be addressed through the cycle as well.

Middle Level

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

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

The district began implementation of World Language classes in the middle school and will continue to work on offerings and alignment of this and other elective areas. Family Consumer Science is being reintroduced as a course for middle school students and will introduce the standards back into the program of study.

High School Level

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

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

The High School math curriculum is being realigned and will be implemented beginning with Algebra 1 in 2017-2017. AP Economics is being taught for the first time in 2016-2017. Additionally, economics course work will be integrated into the Political Science course to ensure that all students have access to this material during their high school career.

Adaptations

Elementary Education-Primary Level

Checked answers
> None.

Unchecked answers
> None.

Elementary Education-Intermediate Level

Checked answers
> None.

Unchecked answers
> None.

Middle Level

Checked answers
> None.

Unchecked answers
> None.

High School Level

Checked answers
> None.

Unchecked answers
> None.

Explanation for any standards checked:

The Quakertown Community School District utilizes State standards for all curricular areas. We have not developed our own or expanded upon these standards. When adopted state standards are not available, we use National and proposed standards.

Curriculum

Planned Instruction

Elementary Education-Primary Level

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

Processes used to ensure Accomplishment:

All standards listed as developing.

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

All standards listed as developing.

Elementary Education-Intermediate Level

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

Processes used to ensure Accomplishment:

All standards listed as developing.

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

All standards listed as developing.

Middle Level

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

Processes used to ensure Accomplishment:

All standards listed as developing.

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

All standards listed as developing.

High School Level

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

Processes used to ensure Accomplishment:

All standards listed as developing.

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

All standards listed as developing.

Modification and Accommodations

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

All of our district created and approved curriculum is designed to allow for differentiation and personalization of the content to ensure the needs of all learners are met. Our district Special Education teachers are involved in the creation and delivery of modified curriculum to ensure individual student needs and accommodations are met.

Instruction

Instructional Strategies

Checked Answers
- Formal classroom observations focused on instruction
- Walkthroughs targeted on instruction
- Annual Instructional evaluations
- Instructional Coaching

Unchecked Answers
- Peer evaluation/coaching

Regular Lesson Plan Review

  Checked Answers
  - Not Reviewed

  Unchecked Answers
  - Administrators
  - Building Supervisors
  - Department Supervisors
  - Instructional Coaches

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

The district employs teacher leaders who serve as Instructional Coaches to provide targeted support to all teachers. Although not formally reviewed, lesson plans are required and may be reviewed at the building level through curriculum audits at any time throughout the year. Building administrators are also trained to coach teachers for professional growth.

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

Quakertown Community School District does not currently have Department specific supervisors. This is something the district will continue to consider as we realign the curriculum office.

Responsiveness to Student Needs

Elementary Education-Primary Level

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

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

No areas listed below 50%.

Elementary Education-Intermediate Level

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

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

No areas listed below 50%.

Middle Level

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

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

No areas listed below 50%.

High School Level

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

If necessary, provide further explanation. (Required explanation if column selected was No areas listed below 50%.

Recruitment

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

All teachers in this district are highly qualified. Specialized supports including academic support classes in Middle School and QUEST program in High School provide targeted instruction to support individual students needs. At the high school level, a high risk counselor is also assigned to these students for additional support. At the elementary level, each building has a math specialist and at least one reading specialist to support Tier 3 and 4 students. Building-level administrators supported by the Human Resources Office strategically assign teachers based on their individual instructional strengths to match the requirements of grade-level courses.

Assessments
Local Graduation Requirements

Course Completion	SY 18/19	SY 19/20	SY 20/21
Total Courses	24.00	24.00	24.00
English	4.00	4.00	4.00
Mathematics	4.00	4.00	4.00
Social Studies	4.00	4.00	4.00
Science	4.00	4.00	4.00
Physical Education	2.00	2.00	2.00
Health	1.00	1.00	1.00
Music, Art, Family & Consumer Sciences, Career and Technical Education	1.00	1.00	1.00
Electives	6.00	6.00	6.00
Minimum % Grade Required for Credit (Numerical Answer)	60.00	60.00	60.00

Graduation Requirement Specifics

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

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

Unchecked answers

- Locally approved and administered assessments, which shall be independently and objectively validated once every 6 years. Local assessments may be designed to include a variety of assessment strategies listed in ? 4.52(c) and may include the use of one or more Keystone Exams. Except for replacement of individual test items that have a similar level of difficulty, a new validation is required for any material changes to the assessment. Validated local assessments must meet the following standards:

    I. Alignment with the following State academic standards: English Language Arts (Literature and Composition); Mathematics (Algebra I) and Environment and Ecology (Biology).

    II. Performance level expectations and descriptors that describe the level of performance required to achieve proficiency comparable to that used for the Keystone Exams.

    III. Administration of the local assessment to all students, as a requirement for graduation, except for those exempted by their individualized education program under subsection (g), regarding special education students, or gifted individualized education plan as provided in ? 16.32 (relating to GIEP).

    IV. Subject to appropriations provided by law, the cost to validate local assessments shall be evenly divided between the school district, AVTS or charter school, including a cyber-charter school, and the Department. If the Department does not provide sufficient funding to meet its share, local assessments submitted for validation shall be deemed valid until a new validation is due to the Department.

    V. The Department will establish a list of entities approved to perform independent validations of local assessments in consultation with the Local Assessment Validation Advisory Committee as provided in ? 4.52(f).

    VI. School boards shall only approve assessments that have been determined to meet the requirements of this subsection by an approved entity performing the independent validation. If a school district, AVTS or charter school, including a cyber-charter school, uses a local assessment that has not been independently validated, the Secretary will direct the school entity to discontinue its use until the local assessment is approved through independent validation by an approved entity.

- Completion of an Advanced Placement exam or International Baccalaureate exam that includes academic content comparable to the appropriate Keystone Exam at a score established by the Secretary to be comparable to the proficient level on the appropriate Keystone Exam.

- Not Applicable. Our LEA does not offer High School courses.

Local Assessments

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

Methods and Measures

Summative Assessments

Summative Assessments	EEP	EEI	ML	HS
Keystone Exams			X	X
PSSA		X	X	X
SAT 9/10				X
Textbook Assessments	X	X	X	X
Works of Art, Musical, Theatrical, Dance	X	X	X	X
PASA		X	X	X
PSAT			X	X
Scientific Experiments	X	X	X	X
Written Work of Students	X	X	X	X

Benchmark Assessments

Benchmark Assessments	EEP	EEI	ML	HS
NWEA/MAP		X	X	
AIMS Web	X	X		
DIBELS	X	X		
FOUNTAS & PINNELL BAS	X	X		
STUDY ISLAND		X	X	X
SCHOLASTIC READING INVENTORY (SRI)		X	X	X
TEXTBOOK ASSESSMENT	X	X	X	X

Formative Assessments

Formative Assessments	EEP	EEI	ML	HS
DEMONSTRATION, PERFORMANCE, PRODUCTS, PROJECT	X	X	X	X
DIAGNOSTIC ASSESSMENTS	X	X	X	X
EVALUATIONS OF PORTFOLIOS STUDENT WORK			X	X
EXIT TICKETS	X	X	X	X
PROGRESS MONITORING	X	X	X	X
RESPONSE CARDS	X	X	X	X
SCIENTIFIC EXPERIMENTS	X	X	X	X
TEXTBOOK ASSESSMENTS	X	X	X	X
WORKS OF ART, MUSICAL, THEATRICAL, DANCE	X	X	X	X
WRITTEN WORK BY STUDENTS	X	X	X	X
FITNESS ASSESSMENT	X	X	X	X
TEACHER DEVELOPED CBE'S	X	X	X	X

Diagnostic Assessments

Diagnostic Assessments	EEP	EEI	ML	HS
ADAPTED PHYSICAL EDUCATION ASSESSMENT	X	X	X	X
RUNNING RECORDS	X	X		
TEXTBOOK ASSESSMENTS	X	X	X	X
DRA'S	X	X		
NWEA			X	X
PSAT			X	X
MBSP/DIEBELS MATH	X	X		

Validation of Implemented Assessments

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

Provide brief explanation of your process for reviewing assessments.

Common assessments are created during the curriculum renewal cycle and are reviewed by district level supervisors.

Development and Validation of Local Assessments

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

Local common assessments are now a required part of curriculum writing in all core courses. Normed common scoring sessions for teachers will be made available to ensure consistency across buildings. The assessments will be reviewed and validated through the 6 year curriculum cycle.

Collection and Dissemination

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

Assessment data is collected and shared with teachers through spreadsheets. Beginning with the 16-17 school year, a data dashboard will be used to ensure data is shared appropriately and effectively with teachers and administrators.

Data Informed Instruction

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

Targeted programming and instructional support is provided for students who have not reached proficiency. After analyzing data at the skill level, teachers work specifically on skills that are below proficient.

Assessment Data Uses

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

Provide brief explanation of the process for incorporating selected strategies.

The district provides scores reported by assessment anchor and skill to teachers to allow for identification of students who have not demonstrated mastery.

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

Teachers will be working through professional development to learn how to identify instructional practices that can support increasing mastery. Teachers will be asked to share ideas and practices that have shown to be effective in mastering specific anchors and content with grade level partners.

Distribution of Summative Assessment Results

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

Provide brief explanation of the process for incorporating selected strategies.

The district provides overview reports to parents via the district website and also sends letters to parents along with score reports. Parents are also provided with links to state testing pages for more information.

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

The district can explore ways to have building level meetings with parents who are interested in hearing more about the building scores and the district's plans to increase mastery. Additionally, presentation of this information during school board meetings could be considered.

Safe and Supportive Schools

Assisting Struggling Schools

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

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

The plan is designed for continued growth with all students receiving standards based instruction and assessments as described in the various components of the plan.

Programs, Strategies and Actions

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

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

The District Crisis Planning team team continually reviews all policies and procedures related to school safety and planning. All buildings participated in ALICE training, has incorporated ALICE into building plans and conducts drills with teachers and students. SWPBS in implemented in nearly all elementary and middle schools.

Screening, Evaluating and Programming for Gifted Students

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

Gifted Evaluation and Programming Information

Parents or educators may request a gifted education evaluation when they suspect that their child/student may be gifted. Parents may make requests to professional employees of their child's school. Upon receiving a referral, the professional employee forwards the request to the school's guidance counselor.

The guidance counselor coordinates the paperwork necessary to initiate a gifted evaluation. Within 10 days of an oral or written request for evaluation, a *Permission to Evaluate* form and *Parent Questionnaire for Gifted Program* form are provided to the parent. The parent is asked to complete these forms and return them to their child's school. When the *Permission to Evaluate* is received by school personnel, a 60-day timeline within which the gifted evaluation must be completed begins. The 60 days include every calendar day from the first day of school through the last day of school. Timelines are suspended over the summer break.

In addition to sending the forms to the parent, the guidance counselor concurrently works to compile a gifted referral packet. This packet includes a teacher input form and teacher rating scale that are completed by the child's teacher(s). The teacher is asked to comment on characteristics of the student that suggest he/she may be gifted, subject areas in which the student performs well above standards, the child's ability to acquire and retain information and concepts, and medical conditions or other issues that may mask a child's gifted ability. The teacher

also rates a student's characteristics in the categories of ability, task commitment, and creativity. In addition to the teacher input form and rating scale, existing achievement data is compiled. Depending on the student's grade level, this may include report cards, benchmark scores, PSSA scores, other achievement test scores, and guided reading levels.

The completed referral packet, including the *Permission to Evaluate* is forwarded to the Pupil Personnel Services office, where the evaluation is assigned to a certified school psychologist or school psychologist intern (under the supervision of a certified school psychologist). The psychologist reviews the referral information and chooses an appropriate measure of intellectual ability. The child is then scheduled for the individual testing portion of the evaluation. Completion of an intelligence test generally takes about 1 to 1.5 hours of time with the psychologist. After completing the test, the psychologist obtains the child's IQ score and considers the score along with all of the referral information.

The Quakertown Community School District has adopted the use of a Gifted Identification Matrix in determining whether or not a child qualifies as gifted and in need of specially designed instruction. A child may be considered a gifted student if he/she obtains an IQ score of 130 or higher OR when he/she demonstrates through multiple criteria that he/she has gifted ability. An IQ score of 130 or higher is obtained by only 2 to 3% of children. Eligibility through multiple criteria is determined by using the identification matrix. Points are assigned in the matrix for IQ testing results, teacher input and ratings, parent input, grades, state testing results, benchmark testing performance, and reading levels. After completing the evaluation, the psychologist summarizes all of the evaluation data into a *Gifted Written Report*, a copy of which is provided to the parents. The psychologist also contacts the parent to discuss the results of the evaluation and the conclusion regarding eligibility for gifted support.

If a child is deemed eligible for and in need of gifted support, a team meeting will be held to develop a *Gifted Individualized Education Plan* (GIEP). Gifted programming can be either enrichment, advancement, or both. Decisions about individual programs are mutually agreed upon with parents as part of the GIEP process. Although gifted students have individualized goals and plans, common components of gifted programming are found at each school level. At the elementary level, gifted students typically participate in the Special Interest program. This is a pull-out, enrichment program taught by a gifted support teacher. At the middle level, students identified as gifted will meet as a group during WIN (Strayer) or Resource (Milford) for enrichment opportunities based on their GIEP. At the high school level, students participate in a writing seminar and honors and advanced placement classes are available to all qualified students in all academic departments.   Additional information about the district's gifted program may be obtained from Janet Pelone, Director of Pupil Services. Mrs. Pelone may be reached at (215) 529-2014, or at jpelone@qcsd.org.

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

Parents or educators may request a gifted education evaluation when they suspect that their child/student may be gifted. Parents may make requests to professional employees of their child's school. Upon receiving a referral, the professional employee forwards the request to the school's guidance counselor.

The guidance counselor coordinates the paperwork necessary to initiate a gifted evaluation. Within 10 days of an oral or written request for evaluation, a *Permission to Evaluate* form and *Parent Questionnaire for Gifted Program* form are provided to the parent. The parent is asked to complete these forms and return them to their child's school. When the *Permission to Evaluate* is received by school personnel, a 60-day timeline within which the gifted evaluation must be completed begins. The 60 days include every calendar day from the first day of school through the last day of school. Timelines are suspended over the summer break.

In addition to sending the forms to the parent, the guidance counselor concurrently works to compile a gifted referral packet. This packet includes a teacher input form and teacher rating scale that are completed by the child's teacher(s). The teacher is asked to comment on characteristics of the student that suggest he/she may be gifted, subject areas in which the student performs well above standards, the child's ability to acquire and retain information and concepts, and medical conditions or other issues that may mask a child's gifted ability. The teacher

also rates a student's characteristics in the categories of ability, task commitment, and creativity. In addition to the teacher input form and rating scale, existing achievement data is compiled. Depending on the student's grade level, this may include report cards, benchmark scores, PSSA scores, other achievement test scores, and guided reading levels.

The completed referral packet, including the *Permission to Evaluate* is forwarded to the Pupil Personnel Services office, where the evaluation is assigned to a certified school psychologist or school psychologist intern (under the supervision of a certified school psychologist). The psychologist reviews the referral information and chooses an appropriate measure of intellectual ability. The child is then scheduled for the individual testing portion of the evaluation. Completion of an intelligence test generally takes about 1 to 1.5 hours of time with the psychologist. After completing the test, the psychologist obtains the child's IQ score and considers the score along with all of the referral information.

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

The completed referral packet, including the *Permission to Evaluate* is forwarded to the Pupil Personnel Services office, where the evaluation is assigned to a certified school psychologist or school psychologist intern (under the supervision of a certified school psychologist). The psychologist reviews the referral information and chooses an appropriate measure of intellectual ability. The child is then scheduled for the individual testing portion of the evaluation. Completion of an intelligence test generally takes about 1 to 1.5 hours of time with the psychologist. After completing the test, the psychologist obtains the child's IQ score and considers the score along with all of the referral information.

The Quakertown Community School District has adopted the use of a Gifted Identification Matrix in determining whether or not a child qualifies as gifted and in need of specially designed instruction. A child may be considered a gifted student if he/she obtains an IQ score of 130 or higher OR when he/she demonstrates through multiple criteria that he/she has gifted ability. An IQ score of 130 or higher is obtained by only 2 to 3% of children. Eligibility through multiple criteria is determined by using the identification matrix. Points are assigned in the matrix for IQ testing results, teacher input and ratings, parent input, grades, state testing results, benchmark testing performance, and reading levels. After completing the evaluation, the psychologist summarizes all of the evaluation data into a *Gifted Written Report*, a copy of which is provided to the parents. The psychologist also contacts the parent to discuss the results of the evaluation and the conclusion regarding eligibility for gifted support.

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

If a child is deemed eligible for and in need of gifted support, a team meeting will be held to develop a *Gifted Individualized Education Plan* (GIEP). Gifted programming can be either enrichment, advancement, or both. Decisions about individual programs are mutually agreed upon with parents as part of the GIEP process. Although gifted students have individualized goals and plans, common components of gifted programming are found at each school level. At the elementary level, gifted students typically participate in the Plus curriculum in math and/or RELA. At the middle level, students participate in honors curriculum in math and/or RELA.   At the high school level, students participate in honors and advanced placement classes are available to all qualified students in all academic departments.   Additional information about the district's gifted program may be obtained from Janet Pelone, Director of Pupil Services. Mrs. Pelone may be reached at (215) 529-2014, or at jpelone@qcsd.org
- See more at: http://www.qcsd.org/domain/76#sthash.XCsdQVwO.dpuf

Developmental Services

Developmental Services	EEP	EEI	ML	HS
Academic Counseling	X	X	X	X
Attendance Monitoring	X	X	X	X
Behavior Management Programs	X	X	X	
Bullying Prevention	X	X	X	X
Career Awareness		X	X	X
Career Development/Planning			X	X
Coaching/Mentoring			X	X
Compliance with Health Requirements –i.e., Immunization	X	X	X	X
Emergency and Disaster Preparedness	X	X	X	X
Guidance Curriculum	X	X	X	X
Health and Wellness Curriculum	X	X	X	X
Health Screenings	X	X	X	X
Individual Student Planning	X	X	X	X
Nutrition	X	X	X	X
Orientation/Transition			X	X
RTII/MTSS	X	X		
Wellness/Health Appraisal	X	X	X	X

Explanation of developmental services:

Developmental services are integrated into all levels of the QCSD educational program.

Diagnostic, Intervention and Referral Services

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

Explanation of diagnostic, intervention and referral services:

Diagnostic, intervention and referral services are integrated into all levels of the QCSD educational program.

Consultation and Coordination Services

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

Explanation of consultation and coordination services:

Consultation and coordination services are integrated into all levels of the QCSD educational program.

Communication of Educational Opportunities

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

Communication of Student Health Needs

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

Frequency of Communication

Elementary Education - Primary Level

- More than once a month

Elementary Education - Intermediate Level

- More than once a month

Middle Level

- Yearly

High School Level

- Yearly

Collaboration for Interventions

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

At elementary buildings core teams of specialists and administration meet throughout the year to review data, needs and interventions with classroom teachers.

Community Coordination

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

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

Child care partnership with Lifespan in many of our elementary schools - available K-5 before and after school.

Preschool Agency Coordination

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

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

According to state and federal special education regulations, annual public notice to parents of children who reside within a school district is required regarding child find responsibilities. School districts (SDs), intermediate units (IUs) and charter schools (CSs) are required to conduct child find activities for children who may be eligible for services via Section 504 of the Rehabilitation Act of 1973. For additional information related to Section 504/Chapter 15 services, the parent may refer to Section 504, Chapter 15, and the Basic Education Circular entitled Implementation of Chapter 15. Also, school districts are required to conduct child find activities for children who may be eligible for gifted services via 22 Pa Code Chapter 16. For additional information regarding gifted services, the parent may refer to 22 PA Code Chapter 16. If a student is both gifted and eligible for Special Education, the procedures in IDEA and Chapter 14 shall take precedence.

This notice shall inform parents throughout the school district, intermediate unit, and charter school of the child identification activities and of the procedures followed to ensure confidentiality of information pertaining to students with disabilities or eligible young children. In addition to this public notice, each school district, intermediate unit, and charter school shall publish written information in the handbook and on the web site. Children ages three through twenty one can be eligible for special education programs and services. If parents believe that the child may be eligible for special education, the parent should contact the appropriate staff member identified at the end of this public notice.

Children age three through the age of admission to first grade are also eligible if they have developmental delays and, as a result, need Special Education and related services. Developmental delay is defined as a child who is less than the age of beginners and at least 3 years of age and is considered to have a developmental delay when one of the following exists: (i) The child's score, on a developmental assessment device, on an assessment instrument which yields a score in months, indicates that the child is delayed by 25% of the child's chronological age in one or more developmental areas. (ii) The child is delayed in one or more of the developmental areas, as documented by test performance of 1.5 standard deviations below the mean on standardized tests. Developmental areas include cognitive, communicative, physical, social/emotional and self-help. For additional information you may contact Early Childhood Services at the Bucks County Intermediate Unit, 1-800-770-4822, ext. 1716.
- See more at: http://www.qcsd.org/Page/442#sthash.CIfBKQRX.dpuf

Materials and Resources

Description of Materials and Resources

Elementary Education-Primary Level

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

Provide explanation for processes used to ensure Accomplishment.

Curriculum materials and resources are available through multiple access points including an online management system recently introduced to all levels K-12.

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

All areas listed as developing.

Elementary Education-Intermediate Level

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

Provide explanation for processes used to ensure Accomplishment.

Curriculum materials and resources are available through multiple access points including an online management system recently introduced to all levels K-12.

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

All areas listed as developing.

Middle Level

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

Provide explanation for processes used to ensure Accomplishment.

Curriculum materials and resources are available through multiple access points including an online management system recently introduced to all levels K-12.

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

All areas listed as developing.

High School Level

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

Provide explanation for processes used to ensure Accomplishment.

Curriculum materials and resources are available through multiple access points including an online management system recently introduced to all levels K-12.

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

All areas listed as developing.

SAS Incorporation

Elementary Education-Primary Level

Standards	Status
Arts and Humanities	Implemented in 50% or more of district classrooms
Career Education and Work	Not Applicable
Civics and Government	Implemented in 50% or more of district classrooms
PA Core Standards: English Language Arts	Implemented in 50% or more of district classrooms
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Implemented in 50% or more of district classrooms
PA Core Standards: Mathematics	Implemented in 50% or more of district classrooms
Economics	Not Applicable
Environment and Ecology	Implemented in 50% or more of district classrooms
Family and Consumer Sciences	Implemented in 50% or more of district classrooms
Geography	Implemented in 50% or more of district classrooms
Health, Safety and Physical Education	Implemented in 50% or more of district classrooms
History	Implemented in 50% or more of district classrooms
Science and Technology and Engineering Education	Implemented in 50% or more of district classrooms
Alternate Academic Content Standards for Math	Implemented in 50% or more of district

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

Further explanation for columns selected "

NA are areas that are not part of the Elementary Education - Primary Level overall curriculum. All curriculum areas are based on the Pennsylvania State Standards.

Elementary Education-Intermediate Level

Standards	Status
Arts and Humanities	Implemented in 50% or more of district classrooms
Career Education and Work	Not Applicable
Civics and Government	Implemented in 50% or more of district classrooms
PA Core Standards: English Language Arts	Implemented in 50% or more of district classrooms
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Implemented in 50% or more of district classrooms
PA Core Standards: Mathematics	Implemented in 50% or more of district classrooms

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

Further explanation for columns selected "

Family and Consumer Science standards will be addressed in the next curriculum cycle.
NA are areas that are not part of the Elementary Education - Intermediate Level overall curriculum. All curriculum areas are based on the Pennsylvania State Standards.

Middle Level

Standards	Status
Arts and Humanities	Implemented in 50% or more of district classrooms
Career Education and Work	Implemented in 50% or more of district classrooms
Civics and Government	Implemented in 50% or more of district classrooms
PA Core Standards: English Language Arts	Implemented in 50% or more of district classrooms
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Implemented in 50% or more of district classrooms
PA Core Standards: Mathematics	Implemented in 50% or more of district classrooms
Economics	Not Applicable
Environment and Ecology	Implemented in 50% or more of district classrooms
Family and Consumer Sciences	Implemented in less than 50% of district classrooms
Geography	Implemented in 50% or more of district classrooms
Health, Safety and Physical Education	Implemented in 50% or more of district classrooms
History	Implemented in 50% or more of district classrooms
Science and Technology and Engineering Education	Implemented in 50% or more of district

	classrooms
Alternate Academic Content Standards for Math	Implemented in 50% or more of district classrooms
Alternate Academic Content Standards for Reading	Implemented in 50% or more of district classrooms
American School Counselor Association for Students	Implemented in 50% or more of district classrooms
English Language Proficiency	Implemented in 50% or more of district classrooms
Interpersonal Skills	Implemented in 50% or more of district classrooms
School Climate	Implemented in 50% or more of district classrooms
World Language	Implemented in 50% or more of district classrooms

Further explanation for columns selected "

Family and Consumer Science standards will be addressed in the next curriculum cycle.
NA are areas that are not part of the Middle Level Education overall curriculum. All curriculum areas are based on the Pennsylvania State Standards.

High School Level

Standards	Status
Arts and Humanities	Implemented in 50% or more of district classrooms
Career Education and Work	Implemented in 50% or more of district classrooms
Civics and Government	Implemented in 50% or more of district classrooms
PA Core Standards: English Language Arts	Implemented in 50% or more of district classrooms

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

	classrooms
School Climate	Implemented in 50% or more of district classrooms
World Language	Implemented in 50% or more of district classrooms

Further explanation for columns selected "

All areas are above 50%.

Early Warning System

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

Not answered

Professional Education

Characteristics

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

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

aligned to each other, as well as to Pennsylvania's academic standards.				
Provides leaders with the ability to access and use appropriate data to inform decision making.	X	X	X	X
Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.	X	X	X	X
Instructs the leader in managing resources for effective results.	X	X	X	X

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

Professional development is (1) developing at the building level to support the needs of teachers in growing their skills and strategies to work with students of all levels including special education, regular education, and gifted AND (2) is tied to the curriculum cycle and allows for teachers to choose targeted PD aligned to their professional teaching goals, which related to all populations the teacher instructs. Administrator PD is focused and collaborative, ensuring principals and other administrator have support in using data to inform decision making and to create culture of learning within their buildings.

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

The district is currently exploring parental engagement and a committee has been formed. Thee plans will be shared with staff and will ensure that appropriate PD is available for teachers to learn how to engage parents and community .

Educator Discipline Act 126, 71

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

Questions
The LEA has conducted the required training on:
8/31/2016 Staff was provided with an online module to be completed by August 31, 2016.

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

Questions
The LEA has conducted the training on:
8/31/2016 Staff was provided with an online module to be completed by August 31, 2016.

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

Questions
The LEA has conducted the training on:
8/31/2016 Staff was provided with an online module to be completed by August 31, 2016.

Strategies Ensuring Fidelity

Checked answers
- Professional Development activities are based upon detailed needs assessments that utilize student assessment results to target curricular areas that need further alignment.
- Clear expectations in terms of teacher practice are identified for staff implementation.
- Administrators participate fully in all professional development sessions targeted for their faculties.
- The LEA has an ongoing monitoring system in place (i.e. walkthroughs, classroom observations).

Unchecked answers
- Professional Development activities are based upon detailed needs assessments that utilize student assessment results to target instructional areas that need strengthening.
- Using disaggregated student data to determine educators' learning priorities.
- Professional Development activities are developed that support implementation of strategies identified in your action plan.
- An implementation evaluation is created, based upon specific expectations related to changes in teacher practice, which is used to validate the overall effectiveness of the professional development initiative.
- The LEA has a systemic process that is used to validate whether or not providers have the capacity to present quality professional development.
- Every Professional development initiative includes components that provide ongoing support to teachers regarding implementation.
- Professional Education is evaluated to show its impact on teaching practices and student learning.

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

Clear expectations are set for PD on identified PD days within the district. Building administrators and teachers both attend these sessions.

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

The new PD cycle will address several of the unchecked areas, including the ability to evaluate the effectiveness of PD and professional learning on classroom practices and student learning.

Induction Program

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

- Inductees will assign challenging work to diverse student populations.

- Inductees will know the basic details and expectations related to LEA-wide initiatives, practices, policies and procedures.

- Inductees will know the basic details and expectations related to school initiatives, practices and procedures.

- Inductees will be able to access state curriculum frameworks and focus lesson design on leading students to mastery of all state academic standards, assessment anchors and eligible content (where appropriate) identified in the LEA's curricula.

- Inductees will know and apply LEA endorsed classroom management strategies.

- Inductees will know and utilize school/LEA resources that are available to assist students in crisis.

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

Unchecked answers
- Inductees will effectively navigate the Standards Aligned System website.

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

Our three year New Teacher Academy teaches district standards and best practices in teaching and learning. New teachers are paired with instructional coaches and other teacher leaders to solidify learning and implementation of district practices, initiatives, and expectations.

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

SAS is not currently part of NTA but it can be introduced to all staff through the Canvas resources page. Additionally, we can work to include crisis planning into the school safety section of NTA.

Needs of Inductees

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

- Frequent observations of inductee instructional practice by supervisor to identify needs.

- Regular meetings with mentors or coaches to reflect upon instructional practice to identify needs.

- Classroom assessment data (Formative & Summative).

- Inductee survey (local, intermediate units and national level).

- Review of inductee lesson plans.

- Knowledge of successful research-based instructional models.

Unchecked answers
- Student PSSA data.
- Standardized student assessment data other than the PSSA.
- Review of written reports summarizing instructional activity.
- Submission of inductee portfolio.
- Information collected from previous induction programs (e.g., program evaluations and second-year teacher interviews).

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

All new teachers participate in monthly Before-During-After coaching cycles with instructional coaches and are regularly observed in formal and informal walkthroughs by building supervisors.

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

New teachers could be a part of building data team meetings to look at various forms of available student data.

Mentor Characteristics

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

Unchecked answers
- Potential mentors have similar certifications and assignments.

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

All new teachers are assigned an Instructional Coach as a mentor. All coaches are PIIC trained.   Instructional Coaches have no teaching responsibility and are available to meet at least 2 times per month with every new teachers (years 1-3)

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

All new teachers are assigned an Instructional Coach as a mentor. All coaches are PIIC trained.   Instructional Coaches have no teaching responsibility and are available to meet at least 2 times per month with every new teacher (years 1-3). The Instructional Coach assignments are full time assignments that focus on effective instructional practices in the classroom and are not necessarily certified in the same content area.

Induction Program Timeline

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

Data informed decision making				X	X	
Materials and Resources for Instruction	X	X	X	X	X	

If necessary, provide further explanation.

N/A

Monitoring and Evaluating the Induction Program

Identify the procedures for monitoring and evaluating the Induction program.

Survey results as well as information from coaching and participation logs are reviewed at the completion of each year. Adjustments are made as necessary with the support of the instructional coaches and Supervisor of Professional Development.

Recording Process

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

- Mentor documents his/her inductee's involvement in the program.

- A designated administrator receives, evaluates and archives all mentor records.

- School/LEA maintains accurate records of program completion and provide a certificate or statement of completion to each inductee who has completed the program.

- LEA administrator receives, tallies, and archives all LEA mentor records.

- Completion is verified by the LEA Chief Executive Officer on the Application for Level 2 Certification.

Unchecked answers
None.

Special Education

Special Education Students

Total students identified: **831**

Identification Method

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

Quakertown Community School District uses a three tier response to intervention model to assist struggling students. Once a student is identified as struggling, the instructional support team gathers data and designs an action plan for the child to identify supports and progress monitor. If the third tier of the system fails to meet the student needs, the child is referred for a multidisciplinary team comprehensive evaluation. The school psychologist leads the MDT team, gathers information from all service providers and compiles the information into a comprehensive evaluation report that will be discussed with the MDT members. A determination is made as to whether the child has a disability and if the child is in need of specially designed instruction. Quakertown continues to use the discrepancy model to identify students with specific learning disabilities.

Enrollment

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

The data is publicly available via the PennData website. You can view your most recent report. The link is: https://penndata.hbg.psu.edu/PublicReporting/DataataGlance/tabid/2523/Default.aspx

Data indicates QCSD numbers are not significantly disproportionate.

Non-Resident Students Oversight

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

1. Quakertown Community School District acts as host district for the following Section 1306 facilities: Pedia Manor, Cedar Crest, Milford Square House, Pyramid Health Services, New Vitae, and CSF group home. These facilities serve students who are placed through various means, including court placements. Students at Pyramid are educated within the facility through a contract with Quakertown and Quakertown serves as the LEA at all IEP meetings. Students residing at New Vitae, Pedia Manor, Cedar Crest or Milford Square House are educated within Quakertown boundaries through doctor ordered instruction in the home (IU provided service), in an IU classroom operating within Quakertown public school buildings or through the regular education setting with supports depending upon the student's medical conditions. Children residing at the CSF group home are generally court placed to the group home in Quakertown and attend the CSF school in either Southern Lehigh County or Sellersville. CSF LEA is the school district where the school of attendance is located. Students with 1306 status are

afforded the same services and safeguards as resident students at no cost to parents or to the institution where they reside.

2. Every student is provided a free appropriate public education (FAPE) Quakertown acts as Host LEA at all the IEP meetings for students living in the 1306 facilities and we follow the same procedures at 1306 facilities as we do in our own buildings, always with fidelity to the law.

3. No barriers exist which interfere with the district's ability to meet its obligation under Section 1306.

Incarcerated Students Oversight

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

Currently, there are no facilities for incarcerated students located within the Quakertown Community School District. If a District student is incarcerated, the District provides educational records, including special education information to the facility where the student is located. There are times when the District supervisor of special education participates in the IEP process for incarcerated students by attending the IEP meetings to monitor the development and implementation of students' IEPs and offer of FAPE. Typically, the local Intermediate Unit provides the educational services for these students.
In the event a juvenile correction facility would be built within the Quakertown Community School District, the District would collaborate with the local Intermediate Unit to meet all student educational needs.

Least Restrictive Environment

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

1.) Quakertown Community School District (QCSD) makes every effort to provide all students with a quality education, appropriate to meet their individual needs, within the neighborhood school to the maximum extent possible. Building level supports include instructional support teams, reading specialists, guidance counselors, special education teachers and instructional aides. In addition to highly qualified employees, QCSD partners with Pediatric Therapeutic Services (PTS) and Bucks County Intermediate Unit # 22 to offer related services in the area of autistic and behavioral consulting, occupational therapy, physical therapy, speech and language therapy, hearing support, vision support, orientation and mobility support, American sign Language interpreters/interveners and Brain Injury Team support.

When a student begins to demonstrate academic or behavioral difficulties, the Instructional Support Team convenes. The members of the team identify the area(s) of concern and develop an action plan for the student. The action plan identifies strategies, accommodations, modifications and supports to be implemented within the general education setting. During the intervention(s), the team collects and analyzes the data to determine the effectiveness of the implemented intervention(s). The Instructional Support Team discusses the supports necessary to meet the student's needs and designs an action plan to provide and monitor progress within the general education environment on an ongoing basis.

The Instructional Support Team may determine that a multidisciplinary evaluation is needed after several interventions have been unsuccessful and data determines a higher level of support is necessary. The school psychologist will conduct a comprehensive evaluation. When the evaluation is complete, and if the student is identified as a student with a disability and in need of specially designed instruction, an IEP is developed. The IEP team includes a building administrator as the LEA, a general education teacher, a special education teacher, parents or guardian, and any other specialists identified through the evaluation process. The team will develop an IEP to address strengths, needs, goals and specially designed instruction and the need for supplementary aids and services that would enable the student to continue placement in a general education environment to the maximum extent possible.

2.) Quakertown Community School District is committed to educating students with disabilities in the least restrictive environment to the maximum extent possible. Our IEP teams consistently consider LRE when determining location of services and when the needs of the child can be met in the neighborhood school, regardless of disability category, the child will receive appropriate services in the neighborhood school. Occasionally, the supports of the neighborhood school do not meet the needs of the child and the team collects data over time to trial interventions. When the needs of the child exceed what the district classes can offer through supplemental aids and services within the general education setting, placement considerations span the full continuum of services.

Efforts in professional development opened the path to clear understanding of state and federal mandates. Beginning each academic year with professional development for special education teachers, administrators and regular education partners, QCSD Pupil Services shares an overview of current case law and Chapter 12, 14 and 16 implications, required changes or initiatives. The district-wide special education teams (IU consultants, Pupil Services Director, Special Education Supervisor , and related service providers when applicable) meet on a monthly basis to share and network best practices and new program focusing. Professional development covered the following topics in 15-16: SETT process, Universal design for learning, teacher effectiveness training, moving students and staff to the 21st Century demands, Standards aligned IEP goals, writing measurable goals, aligning goals and specially designed instruction to big ideas and learning targets designated in the general education curriculum; modifying learning targets where necessary, distinguishing between an accommodation and a modification to ensure accurate and fair reporting to parents, co-teaching : taking the model to the next level — moving beyond the one lead one support current practice; improving data collection through the use of standardized measures for re-evaluations ; raising the expectation for data rich re-evaluations for all students on a cyclical rotation; opportunities for de-escalation training for staff working directly or indirectly with emotional support students, and consistently following the fidelity of the law in terms of appropriate placement, data collection efforts and team approach decision making.

3.)

Year	QCSD >80% in general ed	STATE Target	QCSD <40% in general ed	STATE Target	QCSD % Other Setting	STATE Target
2011-2012	58.4%	62.4%	9.8%	9.2%	4.9%	4.5%
2012-2013	63%	62%	6.7%	8.9%	4.6%	5%
2013-2014	64%	62%	6.2%	8.9%	6.6%	4.8%
2014-2015	64%	62%	7.3%	9.5%	7.5%	4.8%

Quakertown has remained relatively consistent with the State Target for the past 4 years with regard to both groups of children identified with special needs and who receive services in the general education environment more than 80% of their day and students who receive services in the general education environment <40% of their day. Data review indicates that children with significant enough needs to require a placement outside of the district has grown in the past two years above the state target. IEP driven decisions placed 113 of 831 children outside of our school setting. The district has seen a huge increase in students with behavioral needs and mental health needs which has required placements in other settings. We are looking into increasing the supports and services in our district to address this growing need. Prior to out-placing students, supports were put in place and revisions were made to the IEPs and PBSPs to educate the students in their LRE. Another 102 children are educated in inclusion settings in IU classrooms mainly within the Quakertown buildings.

Behavior Support Services

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

Summarized School District Policy:

113.1 POSITIVE BEHAVIOR SUPPORTS
Quakertown Community School District behavior support policy is aligned to the Chapter 14 revisions enacted in July 2008. QCSD enacted board policy to ensure that District staff use appropriate positive behavior support techniques, and that for each disabled or thought to be disabled student who exhibits behavior problems that interfere with the student's Free Appropriate Public Education (FAPE) and the Least Restrictive Environment (LRE), the IEP team develops a plan that provides for an appropriate program of positive behavior management. The purpose of this policy and its implementing guidelines is to ensure adherence by all staff to the requirements of state and federal law as they exist at the time of the adoption of this policy and its implementing guidelines and as they may from time to time be amended and interpreted by the courts and various administrative agencies.

The policy includes:
Positive rather than negative measures shall form the basis of behavior support programs
Positive behavior support programs must include research based practices and techniques to develop and maintain skills that will enhance an individual student's or eligible young child's opportunity for learning and self-fulfillment.

Behavior support programs and plans must be based on a functional assessment of behavior and utilize positive behavior techniques.

The types of intervention chosen for a particular student or young child shall be individualized and the least intrusive necessary. The use of restraints is considered a measure of last resort, only to be used after other less restrictive measures.

We utilize services from the Bureau of Special Education as offered through the IU. Training has been provided to staff in the areas of : Literacy, Cooperative Learning, Differentiated Instruction, Explicit Instruction and Inclusion in order to strengthen instruction and improve classroom management. Other professional development topics include the Role of the Regular Education Teacher in Special Education, Co-Teaching, Classroom Management, Behavior Management Strategies for Inclusive Classrooms, Strategies for including students with a variety of disabilities and behavioral issues in the general education classroom, transition services/process for special education students. We have provided training on writing appropriate behavior goals that stressed the importance of data collection for positive behavior support and interventions, as well as conducting a FBA. The District has been training staff in Positive Behavioral Interventions through the ongoing Non Violent Crisis Intervention training. All new teachers to the district are trained in non-violent crisis intervention. Most district schools have School Wide Programs to support positive student behavior. Each regular education teacher was provided with a special education manual which outlines their role/expectations in the special education process. The District contracts with the IU to have a board Certified Behavior Analyst on staff two days per week for district students. Additionally, the district is reviewing information to determine the benefits of joining the School-Wide Positive Behavior Support Network. The Pennsylvania Positive Behavior Support Network (PA PBS Network) falls under the direction of PaTTAN and the state leadership team. The goal of the PA PBS Network is to ensure that all schools have the necessary technical assistance, collaborative opportunities, and evaluative tools needed to overcome non-academic barriers to learning and achieve competence and confidence in advancing academic, social, and emotional success for all students.

Intensive Interagency/Ensuring FAPE/Hard to Place Students

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

The Quakertown Community School District has built a K-12 continuum of services throughout the district in an attempt to provide services to all children in their neighborhood schools.

1.) The District has had difficult to place students and in these cases QCSD is committed to working within an interagency model, in which collaboration is the key to providing supports to students and families. QCSD hosts CASSP (Child and Adolescent Service System Program) meetings to bring all agencies together. The district holds team meetings to develop an action plan to access the services needed. Interagency collaboration has been helpful in assisting families in accessing mental health and wraparound services, partial hospitalizations, and residential treatment facilities. Elementary schools house Learning Support, Autistic Support and Emotional Support at the itinerant and supplemental levels of services from K-12 in all buildings. We have intensive and replacement classes available K-12 for students who show progress at a much slower pace and who may be instructed through the PA Alternative Standards. Students who present with mental illness, low cognitive ability and who are

resistant to "talk" therapy are the most difficult to place. The district utilizes approved private schools as well as private schools for those students who are difficult to place.

2.)The Quakertown Community School District is committed to providing a free and appropriate education in order for our students to make meaningful educational gains. There is careful consideration of the individual needs of all students. The District provides a number of supports and services, first within our general education environment; however, when the need for additional supports and services is indicated, the district utilizes a variety of outside resources. These resources include but are not limited to: PATTAN, BCIU, Psychologists and a Psychiatrist, Bucks County Mental Health, Bucks County Drug and Alcohol, Truancy Elimination Services, Probation Officers, Children and Youth, Community Organizations, Alternative Schools, Approved Private Schools, and other private and public agencies.
One area of concern continues to be the lack of appropriate programs for children who have both an emotional and intellectual disability. It is extremely difficult to place a child with this level of need in many of the alternative programs within Bucks County.

3) In order to better meet the social emotional needs of children, QCSD is planning to re-evaluate the delivery of emotional support K-12. An additional teacher on special assignment was hired specifically to support our at risk students at the elementary level.   In January 2016, we partnered with Lakeside Educational Network and hired a full-time mental health counselor at the High School. During the 2016-17 school year, we plan to hire a second counselor to work at the Middle School level. Additionally, our school counselors will receive specialized training from Dr. Hatch in how to use data to increase student performance and social emotional well-being. Staffing and scheduling of our Emotional support teachers will be aligned to mirror what is happening at the successful elementary ES program. During the 2017-18 school year, QCSD plans to hire additional mental health counselors through Lakeside Educational Network for the elementary level. During the remainder of the plan, data will be collected and evaluated and adjustments will be made to increase our continuum of services. It a department goal to increase these supports in order to decrease the numbers of students who have traditionally been out-placed in Middle School or High School.

Strengths and Highlights

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

 The Quakertown Community School District has a full range of services for students in need of special education and related services. Highlights and strengths or the programs include:

● Inclusion at all levels, in all schools, with extensive co-teaching practices

● Supports and Services in the LRE

● Learning Support, Emotional Support and Life Skills Support K-12

● K-12 Autistic Support and MDS support through the IU in district classrooms

● 18-21 year old Lifeskills through the IU in District classrooms

● Transition Fair for parents of students in Special Education

- Professional Development Opportunities provided both in and outside of the District with a focus on co-teaching, collaboration, differentiated instruction, meeting the individualized learning needs of students, special education process and procedures and positive behavioral supports

- Multiple research based reading and mathematics programs and materials geared to meet the differentiated needs of all students

- Dedicated staff including teachers, paraprofessionals, psychologists, social workers and administrators dedicated to meeting the needs of students

- A Social Worker that provides direct support to students and families and school based personnel

- Autistic Consultant and Program and Training Specialist that provide direct support and professional development at the classroom, school and district levels

- Use of standards based IEPs at all levels

- Nurses provide educational programs to all students with an emphasis on meeting the health needs with treatment plans

- Child Study Teams at all levels.

- Transition Coordinator meeting the needs of students in middle and high schools

- Job Coaching services for students at the high school level.

- Quarterly special education meetings to provide professional development, support to teachers

- Special Education Manual which outlines district procedures based on state requirements

- Student specific parent training provided on an as needed basis

Assurances

Safe and Supportive Schools Assurances

The LEA has verified the following Assurances:

- Implementation of a comprehensive and integrated K-12 program of student services based on the needs of its students. (in compliance with § 12.41(a))

- Free Education and Attendance (in compliance with § 12.1)

- School Rules (in compliance with § 12.3)

- Collection, maintenance and dissemination of student records (in compliance § 12.31(a) and § 12.32)

- Discrimination (in compliance with § 12.4)

- Corporal Punishment (in compliance with § 12.5)

- Exclusion from School, Classes, Hearings (in compliance with § 12.6, § 12.7, § 12.8)

- Freedom of Expression (in compliance with § 12.9)

- Flag Salute and Pledge of Allegiance (in compliance with § 12.10)

- Hair and Dress (in compliance with § 12.11)

- Confidential Communications (in compliance with § 12.12)

- Searches (in compliance with § 12.14)

- Emergency Care and Administration of Medication and Treatment (in compliance with 35 P.S. § 780-101—780-144)

- Parents or guardians are informed regarding individual survey student assessments and provided a process for refusal to participate (consistent with § 445 of the General Education Provisions Act (20 U.S.C.A. § 1232h) and in compliance with § 12.41(d))

- Persons delivering student services shall be specifically licensed or certified as required by statute or regulation (in compliance with § 12.41(e))

- Development and Implementation of Local Wellness Program (in compliance with Public Law 108-265, Section 204)

- Early Intervention Services System Act (if applicable) (11 P.S. § 875-101—875-503)

- Establishment and Implementation of Student Assistance Programs at all of levels of the school system (in compliance with 24 PS § 15-1547)

- Acceptable Use Policy for Technology Resources

- Providing career information and assessments so that students and parents or guardians might become aware of the world of work and career options available.

Special Education Assurances

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

- Implementation of a full range of services, programs and alternative placements available to the school district for placement and implementation of the special education programs in the school district.

- Implementation of a child find system to locate, identify and evaluate young children and children who are thought to be a child with a disability eligible for special education residing within the school district's jurisdiction. Child find data is collected, maintained and used in decision-making. Child find process and procedures are evaluated for its effectiveness. The District implements mechanisms to disseminate child find information to the public, organizations, agencies and individuals on at least an annual basis.

- Assurances of students with disabilities are included in general education programs and extracurricular and non-academic programs and activities to the maximum extent appropriate in accordance with an Individualized Education Program.

- Compliance with the PA Department of Education, Bureau of Special Education's report revision notice process.

- Following the state and federal guidelines for participation of students with disabilities in state and district-wide assessments including the determination of participation, the need for accommodations, and the methods of assessing students for whom regular assessment is not appropriate.

- Assurance of funds received through participation in the medical assistance reimbursement program, ACCESS, will be used to enhance or expand the current level of services and programs provided to students with disabilities in this local education agency.

24 P.S. §1306 and §1306.2 Facilities

Facility Name	Facility Type	Services Provided By	Student Count
Pedia Manor	Nonresident	Quakertown Community School District and Bucks County IU	22
Milford Square House	Nonresident	Quakertown Community School District and Bucks County IU	6
Cedar Crest	Nonresident	Quakertown Community School District	5
New Vitae	Nonresident	Quakertown Community School District	2
Buxmont/Community Service Foundation (CSF) group home	Nonresident	Southern Lehigh or North Penn School district depending upon which CSF school the courts have assigned the student to attend.	6

Least Restrictive Environment Facilities

Facility Name	Type of Facility	Type of Service	Number of Students Placed
Silver Springs- Martin Luther School	Approved Private Schools	Autistic Support, Emotional Support Day School	1
Centennial School of Lehigh University	Approved Private Schools	Emotional, Autistic Support	6
Buxmont- CSF	Other	Education- focus Anger Control and Drug and Alcohol	5
Kidspeace	Other	Emotional Support Day school	2
Lakeside School	Other	Emotional Support, Learning Support, Autistic Support	5
Lifeworks Alternative School at Foundations Behavioral Health	Other	Emotional Support	11
Pathway School	Approved Private Schools	Autistic and Emotional Support	7
NHS School	Other	Emotional Support, Learning Support and Lifeskills Support	2
Mainstay - Lakeside	Instruction in the Home	Emotional and Learning Support	1
Vanguard School	Approved Private Schools	Emotional, Autistic, Learning Support	1
Ombudsman	Other	AEDY	10
Palisades High School	Neighboring School Districts	Autistic Support	4
Middle Bucks Institute of Technology	Neighboring School Districts	Autistic Support/Tech School	1
Sellersville Elementary School	Neighboring School Districts	IU program	2
Pennridge South Middle School	Neighboring School Districts	IU program	4

Special Education Program Profile

Program Position #1

Operator: School District

PROGRAM DETAILS

Type: ClassandPosition

Implementation Date: August 28, 2017

Reason for the proposed change: LRE- Freshman class moved to the High School.

Present Class Location: A102

Proposed Class Location: C124

Length of time class has been in present location: 10 years

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 16	14	0.93
Locations:				
Senior High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	14 to 16	1	0.07
Locations:				
Senior High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Program Position #2

Operator: School District

PROGRAM DETAILS

Type: ClassandPosition

Implementation Date: August 28, 2017

Reason for the proposed change: LRE- Freshman class moved to the High School.

Present Class Location: Freshman Center

Proposed Class Location: Senior High School

Length of time class has been in present location: 10 years

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 15	6	0.66
Locations:				
Senior High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 16	1	0.11
Locations:				
Senior High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	14 to 15	1	0.11
Locations:				
Senior High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	14 to 16	1	0.11
Locations:				
Senior High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Program Position #3
  Operator: School District
  PROGRAM DETAILS
    Type: ClassandPosition
    Implementation Date: August 28, 2017
    Reason for the proposed change: LRE- Freshman class moved to the High School.
    Present Class Location: Freshman Center
    Proposed Class Location: Senior High School
    Length of time class has been in present location: 10 years
  PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 16	13	0.81
Locations:				
Freshman Center	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	14 to 16	3	0.19
Locations:				
Freshman Center	A Senior High School Building	A building in which General Education programs are operated		

Program Position #4

       Operator: Intermediate Unit

       PROGRAM DETAILS

             Type: Class

             Implementation Date: August 28, 2017

             Reason for the proposed change: LRE- Freshman class moved to the High School.

             Present Class Location: Freshman Center

             Proposed Class Location: Senior High School

             Length of time class has been in present location: 10 years

       PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Autistic Support	14 to 18	1	0.1
Locations:				
Senior High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Autistic Support	14 to 17	6	0.9
Locations:				
Senior High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #5

       Operator: School District

       PROGRAM DETAILS

             Type: ClassandPosition

             Implementation Date: March 30, 2016

             Reason for the proposed change: caseload changes

       PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	16 to 18	8	0.5
Locations:				
Senior High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	16 to 18	4	0.25
Locations:				
Senior High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	19 to 19	2	0.12
Locations:				
Senior High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Autistic Support	18 to 18	2	0.12
Justification: Students are assigned to instructional groups that do not exceed the 4 year age range in a secondary program.				
Locations:				
Senior High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #6
> *Operator:* School District
> **PROGRAM DETAILS**
>> *Type:* ClassandPosition
>> *Implementation Date:* March 30, 2016
>> *Reason for the proposed change:* change in caseload
> **PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	15 to 19	8	0.53
Locations:				
Senior High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	15 to 18	6	0.4
Locations:				
Senior High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	16 to 19	1	0.07
Locations:				
Senior High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #7
> *Operator:* School District
> **PROGRAM DETAILS**
>> *Type:* ClassandPosition
>> *Implementation Date:* March 30, 2016
>> *Reason for the proposed change:* caseload change
> **PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	15 to 18	14	0.74
Locations:				
Senior High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	15 to 17	5	0.26
Locations:				
Senior High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #8

   Operator: School District
   PROGRAM DETAILS
      Type: ClassandPosition
      Implementation Date: March 30, 2016
      Reason for the proposed change: caseload change
   PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	15 to 19	11	0.69
Locations:				
Senior High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	15 to 19	4	0.25
Locations:				
Senior High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	16 to 18	1	0.06
Locations:				
Senior High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #9

   Operator: School District
   PROGRAM DETAILS
      Type: ClassandPosition
      Implementation Date: March 30, 2016
      Reason for the proposed change: caseload change
   PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	15 to 18	13	0.93
Locations:				
Senior High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE

Supplemental (Less Than 80% but More Than 20%)	Learning Support	16 to 18	1	0.07
Locations:				
Senior High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #10

       Operator: School District
       PROGRAM DETAILS
           Type: Position
           Implementation Date: March 30, 2016
           Reason for the proposed change: caseload changes
       PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	15 to 19	15	0.83
Locations:				
Senior High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Autistic Support	17 to 17	1	0.05
Locations:				
Senior High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	15 to 18	2	0.11
Locations:				
Senior High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #11

       Operator: School District
       PROGRAM DETAILS
           Type: ClassandPosition
           Implementation Date: March 30, 2016
           Reason for the proposed change: caseload change
       PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	15 to 18	17	1
Justification: Students are assigned to instructional groups that do not exceed the 4 year age range in a secondary program.				
Locations:				
Senior High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #12

Operator: School District

PROGRAM DETAILS

Type: ClassandPosition

Implementation Date: March 30, 2016

Reason for the proposed change: caseload changes

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	15 to 17	12	1
Locations:				
Senior High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #13

Operator: Intermediate Unit

PROGRAM DETAILS

Type: Class

Implementation Date: August 28, 2017

Reason for the proposed change: LRE- Freshman class moved to the High School.

Present Class Location: HS

Proposed Class Location: HS

Length of time class has been in present location: 10 years

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Multiple Disabilities Support	16 to 19	5	1
Locations:				
Senior High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #14

Operator: Intermediate Unit

PROGRAM DETAILS

Type: Class

Implementation Date: August 28, 2017

Reason for the proposed change: Other moves in the SHS due to construction and the closing of the FC

Present Class Location: HS

Proposed Class Location: HS

Length of time class has been in present location: 10 years

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Autistic Support	16 to 19	1	0.17
Locations:				
Senior High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Autistic Support	16 to 19	5	0.83
Locations:				

Senior High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #15

Operator: Intermediate Unit

PROGRAM DETAILS

Type: Class

Implementation Date: March 29, 2016

Reason for the proposed change: caseload changes

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Multiple Disabilities Support	18 to 21	8	1
Locations:				
Quakertown Center	A Senior High School Building	A special education Center in which no general education programs are operated		

Program Position #16

Operator: Intermediate Unit

PROGRAM DETAILS

Type: Class

Implementation Date: March 31, 2016

Reason for the proposed change: caseload changes

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	18 to 21	5	1
Locations:				
Haycock WOW	An Elementary School Building	A special education Center in which no general education programs are operated		

Program Position #17

Operator: School District

PROGRAM DETAILS

Type: Position

Implementation Date: March 30, 2016

Reason for the proposed change: caseload change

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	11 to 12	19	0.95
Locations:				
Milford Middle School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Autistic Support	11 to 12	1	0.05
Locations:				
Milford Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #18

      Operator: School District
      PROGRAM DETAILS
            Type: ClassandPosition
            Implementation Date: March 30, 2016
            Reason for the proposed change: caseload change
      PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	11 to 14	6	1
Locations:				
Milford Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #19

      Operator: School District
      PROGRAM DETAILS
            Type: ClassandPosition
            Implementation Date: March 30, 2016
            Reason for the proposed change: CASELOAD CHANGE
      PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	12 to 14	2	0.2
Locations:				
Milford Middle School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	12 to 14	10	0.8
Locations:				
Milford Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #20

      Operator: School District
      PROGRAM DETAILS
            Type: ClassandPosition
            Implementation Date: August 28, 2017
            Reason for the proposed change: caseload change
            Present Class Location: Milford
            Proposed Class Location: Strayer
            Length of time class has been in present location: 4 years
      PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	13 to 15	15	0.88
Locations:				

Strayer Middle School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	13 to 15	2	0.12
Locations:				
Strayer Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #21

Operator: School District

PROGRAM DETAILS

Type: ClassandPosition

Implementation Date: August 28, 2017

Reason for the proposed change: Milford closed, this class is moving to Strayer

Present Class Location: Milford

Proposed Class Location: Strayer

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

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	11 to 14	16	1
Locations:				
Strayer Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #22

Operator: School District

PROGRAM DETAILS

Type: Position

Implementation Date: August 31, 2015

Reason for the proposed change: This position is a floater teacher position and not a class move. The needs of the elementary schools have shifted due to redistricting neighborhood schools. As a result .5 FTE teacher position is relocated to Tohickon Valley from Quakertown Elementary.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	9 to 11	6	0.3
Locations:				
Neidig Elementary	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	7 to 10	9	0.45
Locations:				
Tohickon Valley Elementary	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	10 to 12	1	0.05

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

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Autistic Support	8 to 10	1	0.05
Locations:				
Tohickon Valley	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	10 to 11	3	0.15
Locations:				
Neidig Elementary	An Elementary School Building	A building in which General Education programs are operated		

Program Position #23
>> *Operator:* School District
>> **PROGRAM DETAILS**
>>> *Type:* ClassandPosition
>>> *Implementation Date:* March 30, 2016
>>> *Reason for the proposed change:* caseload change
>> **PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	7 to 10	3	0.12
Justification: Students are assigned to instructional groups that do not exceed the 3 year age range for elementary programs.				
Locations:				
Neidig Elementary	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	5 to 10	17	0.7
Justification: Students are assigned to instructional groups that do not exceed the 3 year age range for elementary programs.				
Locations:				
Neidig Elementary	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	6 to 9	1	0.04
Locations:				
Neidig Elementary	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Autistic Support	6 to 8	2	0.13

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

Program Position #24

Operator: School District

PROGRAM DETAILS

Type: Class

Implementation Date: March 30, 2016

Reason for the proposed change: caseload chamge

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	5 to 7	3	0.5
Locations:				
Pfaff Elementary	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	6 to 7	3	0.5
Locations:				
Pfaff Elementary	An Elementary School Building	A building in which General Education programs are operated		

Program Position #25

Operator: School District

PROGRAM DETAILS

Type: ClassandPosition

Implementation Date: March 30, 2016

Reason for the proposed change: caseload change

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	8 to 12	2	0.08
Justification: Students are assigned to instructional groups that do not exceed the 3 year age range for elementary programs.				
Locations:				
Pfaff Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	7 to 12	23	0.92
Justification: Students are assigned to instructional groups that do not exceed the 4 year age range in an elemetary program.				
Locations:				
Pfaff Elementary	An Elementary School Building	A building in which General Education programs are operated		

Program Position #26

      Operator: School District
      PROGRAM DETAILS
          Type: ClassandPosition
          Implementation Date: March 30, 2016
          Reason for the proposed change: caseload change
      PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	7 to 11	7	0.7
Justification: Students are assigned to instructional groups that do not exceed the 3 year age range for elementary programs.				
Locations:				
Pfaff Elementary	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	10 to 12	2	0.2
Locations:				
Pfaff Elementary	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	10 to 11	1	0.1
Locations:				
Pfaff Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #27

      Operator: School District
      PROGRAM DETAILS
          Type: ClassandPosition
          Implementation Date: August 31, 2015
          Reason for the proposed change: We are building capacity at our elementary levels with more opportunities for inclusionary practices and partnering with Include from the Start. The LifeSkills program is relocating to Trumbauersville in order to foster the process.
      PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	8 to 11	9	1
Locations:				
Trumbauersville Elementary	An Elementary School Building	A building in which General Education programs are operated		

Program Position #28

   Operator: School District
   PROGRAM DETAILS
      Type: ClassandPosition
      Implementation Date: August 31, 2015
      Reason for the proposed change: We are building capacity at our elementary levels with more opportunities for inclusionary practices and partnering with Include from the Start. The LifeSkills program is relocating to Trumbauersville in order to foster the process.
   PROGRAM SEGMENTS

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

Program Position #29

   Operator: Intermediate Unit
   PROGRAM DETAILS
      Type: Class
      Implementation Date: March 29, 2016
      Reason for the proposed change: caseload changes
   PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Autistic Support	5 to 8	2	0.33
Locations:				
Pfaff Elementary	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Autistic Support	5 to 8	4	0.67
Locations:				
Pfaff Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #30

   Operator: Intermediate Unit
   PROGRAM DETAILS
      Type: Class
      Implementation Date: March 29, 2016
      Reason for the proposed change: caseload changes
   PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Autistic Support	9 to 11	2	0.4
Locations:				
Pfaff Elementary	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE

Supplemental (Less Than 80% but More Than 20%)	Autistic Support	9 to 11	2	0.4
Locations:				
Pfaff Elementary	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	9 to 11	1	0.2
Locations:				
Pfaff Elementary	An Elementary School Building	A building in which General Education programs are operated		

Program Position #31

> *Operator:* School District
> **PROGRAM DETAILS**
> > *Type:* ClassandPosition
> > *Implementation Date:* March 30, 2016
> > *Reason for the proposed change:* caseload change
> **PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	7 to 10	14	0.67
Justification: Students are assigned to instructional groups that do not exceed the 3 year age range for elementary programs.				
Locations:				
Quakertown Elementary	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	7 to 10	5	0.24
Justification: Students are assigned to instructional groups that do not exceed the 3 year age range for elementary programs.				
Locations:				
Quakertown Elementary	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	5 to 7	1	0.05
Locations:				
Quakertown Elementary	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	7 to 10	1	0.04
Locations:				
Quakertown Elementary	An Elementary School Building	A building in which General Education programs are operated		

Program Position #32

> *Operator:* School District
> **PROGRAM DETAILS**
>> *Type:* ClassandPosition
>> *Implementation Date:* March 30, 2016
>> *Reason for the proposed change:* caseload changes
> **PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	5 to 8	1	0.06
Locations:				
Richland Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	5 to 8	16	0.94
Locations:				
Richland Elemetary	An Elementary School Building	A building in which General Education programs are operated		

Program Position #33

> *Operator:* School District
> **PROGRAM DETAILS**
>> *Type:* ClassandPosition
>> *Implementation Date:* March 30, 2016
>> *Reason for the proposed change:* caseload change
> **PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	6 to 11	21	0.78
Justification: Students are assigned to instructional groups that do not exceed the 3 year age range for elementary programs.				
Locations:				
Richland Elementary	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	7 to 9	3	0.14
Locations:				
Richland Elementary	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Autistic Support	9 to 9	1	0.03
Locations:				
Richland Elementary	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE

Itinerant	Emotional Support	11 to 12	1	0.03
Locations:				
Richland Elementary	An Elementary School Building	A building in which General Education programs are operated		

Program Position #34

Operator: School District

PROGRAM DETAILS

Type: ClassandPosition

Implementation Date: March 30, 2016

Reason for the proposed change: Caseload Change

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	8 to 11	16	1
Locations:				
Richland Elementary	An Elementary School Building	A building in which General Education programs are operated		

Program Position #35

Operator: School District

PROGRAM DETAILS

Type: ClassandPosition

Implementation Date: March 30, 2016

Reason for the proposed change: caseload changes

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	13 to 15	19	0.83
Locations:				
Strayer Middle School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	13 to 15	4	0.17
Locations:				
Strayer Middle School	An Elementary School Building	A special education Center in which no general education programs are operated		

Program Position #36

Operator: School District

PROGRAM DETAILS

Type: Class

Implementation Date: August 28, 2017

Reason for the proposed change: Moved sixth grade to it's own building

Present Class Location: Strayer

Proposed Class Location: Sixth Grade Center

Length of time class has been in present location: 8 years

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	11 to 13	10	0.62
Locations:				
Sixth grade Center	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	11 to 13	6	0.37
Locations:				
Sixth Grade Center	A Middle School Building	A building in which General Education programs are operated		

Program Position #37

        Operator: School District
        PROGRAM DETAILS
            Type: ClassandPosition
            Implementation Date: March 30, 2016
            Reason for the proposed change: caseload change
        PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	12 to 14	13	0.59
Locations:				
Strayer Middle School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	12 to 14	8	0.36
Locations:				
Strayer Middle School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	12 to 14	1	0.05
Locations:				
Strayer	A Middle School Building	A building in which General Education programs are operated		

Program Position #38

        Operator: School District
        PROGRAM DETAILS
            Type: ClassandPosition
            Implementation Date: March 30, 2016
            Reason for the proposed change: caseload change
        PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	13 to 15	6	0.3
Locations:				
Strayer Middle School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	13 to 15	9	0.45
Locations:				
Strayer Middle School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	13 to 15	5	0.25
Locations:				
Strayer	A Middle School Building	A building in which General Education programs are operated		

Program Position #39
> *Operator:* School District
> **PROGRAM DETAILS**
>> *Type:* Class
>> *Implementation Date:* August 28, 2017
>> *Reason for the proposed change:* Milford closed, all 6th grade students going to a sixth grade center
>> *Present Class Location:* Strayer/Milford
>> *Proposed Class Location:* Sixth Grade Center
>> *Length of time class has been in present location:* 8 years
> **PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	11 to 13	13	0.87
Locations:				
Sixth Grade Centerl	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	11 to 13	2	0.13
Locations:				
Sixth Grade Center	A Middle School Building	A building in which General Education programs are operated		

Program Position #40

Operator: School District

PROGRAM DETAILS

Type: ClassandPosition

Implementation Date: August 28, 2017

Reason for the proposed change: Milford closed and we opened a sixth grade center

Present Class Location: Strayer

Proposed Class Location: Sixth Grade Center

Length of time class has been in present location: 10 years

PROGRAM SEGMENTS

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

Program Position #41

Operator: Intermediate Unit

PROGRAM DETAILS

Type: Position

Implementation Date: March 29, 2014

Reason for the proposed change: Caseload changes

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Autistic Support	12 to 14	7	0.64
Locations:				
Strayer Middle School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Autistic Support	12 to 14	4	0.36
Justification: Students are in replacement reading and math classes with district teachers.				
Locations:				
Strayer Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #42

Operator: Intermediate Unit

PROGRAM DETAILS

Type: Class

Implementation Date: March 29, 2016

Reason for the proposed change: caseload changes

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Autistic Support	11 to 14	1	0.25

Locations:				
Strayer Middle School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Autistic Support	11 to 14	3	0.75
Locations:				
Strayer Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #43
>> *Operator:* Intermediate Unit
>> **PROGRAM DETAILS**
>>> *Type:* Class
>>> *Implementation Date:* March 29, 2016
>>> *Reason for the proposed change:* caseload changes
>> **PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Autistic Support	11 to 14	7	0.8
Locations:				
Strayer Middle School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Autistic Support	11 to 14	1	0.2
Locations:				
Strayer Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #44
>> *Operator:* School District
>> **PROGRAM DETAILS**
>>> *Type:* ClassandPosition
>>> *Implementation Date:* March 30, 2016
>>> *Reason for the proposed change:* caseload change
>> **PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	7 to 11	21	0.95
Justification: Students are assigned to instructional groups that do not exceed the 3 year age range for elementary programs.				
Locations:				
Tohickon Valley Elementary	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	6 to 11	1	0.05

Justification: Students are assigned to instructional groups that do not exceed the 3 year age range for elementary programs.				
Locations:				
Tohickon Valley Elemetary	An Elementary School Building	A building in which General Education programs are operated		

Program Position #45

> *Operator:* Intermediate Unit
> **PROGRAM DETAILS**
> > *Type:* ClassandPosition
> > *Implementation Date:* August 31, 2015
> > *Reason for the proposed change:* We are building capacity at our elementary levels with more opportunities for inclusionary practices. The MDS program is relocating to Pfaff a newer building with central air to better meet the unique medical needs of this low incidence population.

> **PROGRAM SEGMENTS**

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

Program Position #46

> *Operator:* Intermediate Unit
> **PROGRAM DETAILS**
> > *Type:* ClassandPosition
> > *Implementation Date:* August 31, 2015
> > *Reason for the proposed change:* We are building capacity at our elementary levels with more opportunities for inclusionary practices. The MDS program is relocating to Pfaff a newer building with central air to better meet the unique medical needs of this low incidence population.

> **PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Multiple Disabilities Support	9 to 11	7	1
Locations:				
Pfaff Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #47

> *Operator:* School District
> **PROGRAM DETAILS**
> > *Type:* ClassandPosition
> > *Implementation Date:* March 30, 2016
> > *Reason for the proposed change:* caseload change

> **PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	6 to 11	28	0.88
Justification: Students are assigned to instructional groups that do not exceed the 4 year age range in an elementary program.				
Locations:				

...

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Autistic Support	6 to 8	1	0.13
Locations:				
Trumbauersville Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Autistic Support	6 to 8	7	0.87
Locations:				
Trumbauersville Elementary	An Elementary School Building	A building in which General Education programs are operated		

Program Position #50

Operator: School District
PROGRAM DETAILS
Type: Class
Implementation Date: March 31, 2016
Reason for the proposed change: change in caseload
PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Blind or Visually Impaired Support	18 to 21	3	0.25
Justification: Students are assigned to instructional groups that do not exceed the 4 year age range for secondary programs.				
Locations:				
Quakertown Center	A Senior High School Building	A special education Center in which no general education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Blind or Visually Impaired Support	14 to 18	1	0.08
Justification: Students are assigned to instructional groups that do not exceed the 4 year age range for secondary programs.				
Locations:				
Quakertown High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Blind or Visually Impaired Support	5 to 11	8	0.66
Justification: Students are assigned to instructional groups that do not exceed the 3 year age range for elementary programs.				
Locations:				
Pfaff Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #51

Operator: School District

PROGRAM DETAILS

Type: Position

Implementation Date: March 31, 2016

Reason for the proposed change: caseload change

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	5 to 9	16	1
Justification: Students are assigned to instructional groups that do not exceed the 3 year age range for elementary programs.				
Locations:				
Richland Elementary	An Elementary School Building	A building in which General Education programs are operated		

Program Position #52

Operator: Intermediate Unit

PROGRAM DETAILS

Type: ClassandPosition

Implementation Date: March 31, 2016

Reason for the proposed change: Change in caseload

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	5 to 12	16	0.88
Justification: Students are assigned to instructional groups that do not exceed the 3 year age range for elementary programs.				
Locations:				
Trumbauersville Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	5 to 12	2	0.12
Justification: Students are assigned to instructional groups that do not exceed the 3 year age range for elementary programs.				
Locations:				
Pfaff	An Elementary School Building	A building in which General Education programs are operated		

Program Position #53

     Operator: Intermediate Unit
     PROGRAM DETAILS
          Type: Class
          Implementation Date: March 31, 2016
          Reason for the proposed change: change in caseload
     PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	5 to 11	40	1
Justification: Students are grouped so that they are not out of age ranges				
Locations:				
Pfaff	An Elementary School Building	A building in which General Education programs are operated		

Program Position #54

     Operator: School District
     PROGRAM DETAILS
          Type: Position
          Implementation Date: March 31, 2016
          Reason for the proposed change: caseload change
     PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	5 to 9	10	0.53
Justification: students are groups so that they aren't with other students over three years.				
Locations:				
Tohickon Valley	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	5 to 9	9	0.47
Locations:				
Quakertown Eleemntary School	A Middle School Building	A building in which General Education programs are operated		

Program Position #55

    Operator: Intermediate Unit

    PROGRAM DETAILS

        Type: Class

        Implementation Date: March 31, 2016

        Reason for the proposed change: Change in caseload

    PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	11 to 14	9	0.5
Justification: Students are assigned to instructional groups that do not exceed the 3 year age range in an elementary program				
Locations:				
Strayer	A Middle School Building	A building in which General Education programs are operated		

Program Position #56

    Operator: School District

    PROGRAM DETAILS

        Type: Position

        Implementation Date: March 31, 2016

        Reason for the proposed change: caseload change

        Present Class Location: Milford

        Proposed Class Location: Strayer

        Length of time class has been in present location: 30 years

    PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	5 to 10	18	0.52
Justification: Students are assigned to instructional groups that do not exceed the 3 year age range in an elementary program				
Locations:				
Neidig Elementary	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	11 to 13	3	0.08
Locations:				
Strayer Middle School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	5 to 11	13	0.4
Justification: students are groups so that they are not with students above the age range of more than three years				
Locations:				
Pfaff Elementary	An Elementary School Building	A building in which General Education programs are operated		

Program Position #57
  Operator: School District
  PROGRAM DETAILS
    Type: ClassandPosition
    Implementation Date: August 28, 2017
    Reason for the proposed change: Milford closed
    Present Class Location: Milford
    Proposed Class Location: Strayer
    Length of time class has been in present location: 30 years
  PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	11 to 13	2	0.18
Locations:				
Strayer Middle School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	11 to 13	9	0.82
Locations:				
Strayer	A Middle School Building	A building in which General Education programs are operated		

Program Position #58
  Operator: Intermediate Unit
  PROGRAM DETAILS
    Type: ClassandPosition
    Implementation Date: August 31, 2015
    Reason for the proposed change: caseload changes
  PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Deaf and Hearing Impaired Support	5 to 11	3	0.38
Justification: Students are not grouped with other students outside the three year age range				
Locations:				
Trumbauersville Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Deaf and Hearing Impaired Support	5 to 11	2	0.25
Justification: Students are not grouped with other students outside the three year age range				
Locations:				
Richland Elementary	An Elementary School Building	A special education Center in which no general education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Deaf and Hearing Impaired Support	11 to 15	2	0.25

Locations:				
Strayer	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Deaf and Hearing Impaired Support	15 to 19	1	0.12
Locations:				
Quakertown Community	A Senior High School Building	A building in which General Education programs are operated		

Program Position #59

      Operator: Intermediate Unit

      PROGRAM DETAILS

            Type: ClassandPosition

            Implementation Date: August 30, 2015

      PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Autistic Support	11 to 14	3	1
Locations:				
Strayer Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #60

      Operator: Intermediate Unit

      PROGRAM DETAILS

            Type: ClassandPosition

            Implementation Date: September 1, 2015

      PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Autistic Support	9 to 11	6	1
Locations:				
Pfaff Elementary	An Elementary School Building	A building in which General Education programs are operated		

Special Education Support Services

Support Service	Location	Teacher FTE
Director of Pupil Services	All Buildings	1
Supervisor of Special Education	All Buildings	1
Special Education Teacher on Special Assignment	All Buildings	1
Pupil Services Department Administrative Assistant	District Service Center	1
Psychologist	Senior High School	0.5
Psychologist	Quakertown Elementary	0.25
Psychologist	Freshman Center	0.25
Psychologist	Neidig Elementary	0.25
Psychologist	Richland Elementary	0.25
Psychologist	Strayer Middle School	0.5
Psychologist	Pfaff Elementary	0.25
Psychologist	Tohickon Valley Elementary	0.25
Psychologist	Trumbauersville Elementary	0.25
Psychologist	Milford Middle School	0.25
Social Worker/Home and School Visitor	All Buildings	1
Instructional Aides	Senior High School	1
Instructional Aides	Freshman Center	1
Instructional Aides	Senior High	1
Instructional Aides	Senior High	1
Instructional Aides	Senior High	1
Instructional Aides	Freshman Center	1
Instructional Aides	Freshman Center	1
Instructional Aides	Strayer Middle School	1
Instructional Aides	Strayer Middle School	1
Instructional Aides	Strayer Middle School	1
Instructional Aides	Strayer Middle School	1
Instructional Aides	Strayer Middle School	1
Instructional Aides	Strayer Middle School	1
Instructional Aides	Strayer Middle School	0.55
Instructional Aides	Milford Middle School	1
Instructional Aides	Milford Middle School	1
Instructional Aides	Strayer Middle School	0.55
Instructional Aides	Milford Middle School	1
Instructional Aides	Milford Middle School	1
Instructional Aides	Milford Middle School	0.65
Instructional Aides	Milford Middle School	0.45
Instructional Aides	Richland Elementary	1
Instructional Aides	Richland Elementary	1
Instructional Aides	Richland Elementary	0.5
Instructional Aides	Richland Elementary	0.5
Instructional Aides	Richland Elementary	0.5
Instructional Aides	Quakertown Elementary	1

Instructional Aides	Quakertown Elementary	1
Instructional Aides	Tohickon Valley	1
Instructional Aides	Pfaff Elementary	1
Instructional Aides	Pfaff Elementary	1
Instructional Aides	Pfaff Elementary	1
Instructional Aides	Pfaff Elementary	1
Instructional Aides	Pfaff Elementary	1
Instructional Aides	Pfaff Elementary	0.5
Instructional Aides	Pfaff Elementary	0.5
Instructional Aides	Pfaff Elementary	0.5
Instructional Aides	Trumbauersville	1
Instructional Aide	Trumbauersville	1
Instructional Aides	Neidig Elementary	1
Instructional Aides	Neidig Elementary	0.4
Instructional Aides	Neidig Elementary	0.4
Instructional Aides	Neidig Elementary	0.4
Teacher on Special Assignment- behavior consultant	all elementary buildings	1
Transition Coordinator	Middle School and High School	0.6
Instructional Aide	Richland Elementary School	0.8
Instructional Aide	Richland Elementary School	0.8
Instructional Aide	Richland Elementary School	0.8
Instructional Aide	Richland Elementary School	0.8
Instructional Aide	Richland Elementary School	0.8
Instructional Aide	Richland Elementary School	0.8
Instructional Aide	Richland Elementary School	0.7
Instructional Aide	Richland Elementary School	0.5
Instructional Aide	Richland Elementary School	0.5
Instructional Aide	Richland Elementary School	0.5
Instructional Aide	Milford Middle	0.5
Instructional Aide	Milford Middle	0.5
Instructional Aide	Senior High School	0.8
Instructional Aide	Senior High School	0.8
Instructional Aide	Senior High School	0.7
Instructional Aide	Strayer	0.7
Instructional Aide	Senior High School	0.8
Instructional Aide	Trumbauersville Elementary	0.7
Instructional Aide	Trumbauersville Elementary	0.7
Instructional Aide	Trumbauersville Elementary	0.8
Instructional Aide	Trumbauersville Elementary	0.8
Instructional Aide	Trumbauersville Elementary	0.7
Instructional Aide	Trumbauersville Elementary	0.8
Pupil Services Department Administrative Assistant	District Services Center	1

Special Education Contracted Services

Special Education Contracted Services	Operator	Amt of Time per Week
Program and Training Specialist	Intermediate Unit	4 Days
Pediatric Therapeutic Services (provides contracted PT)	Outside Contractor	5 Days
Board Certified Behavior Analyst	Intermediate Unit	2 Days
Lakeside Educational Network (Mental Health Counselor)	Outside Contractor	5 Days
Autistic Support Consultant	Intermediate Unit	3 Days
Pediatric Therapeutic Services (provides contracted OT)	Outside Contractor	3 Days
Pediatric Therapeutic Services (provides contracted OT)	Outside Contractor	5 Days
Pediatric Therapeutic Services (provides contracted OT)	Outside Contractor	3 Days

Needs Assessment

Record School Patterns

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

What other information do you still need to assess?

Answer:
Elementary schools and middle school consistently reach student achievement goals.
District accolades are for technology.
Students are recognized for a wide variety of talents and awards.

District Accomplishments

Accomplishment #1:
Enhanced Rigor and College and Career Readiness: New programs to increase rigor and college and career readiness have been implemented at all levels, including full day kindergarten for our neediest learners, world language and digital literacy programs in every elementary school, honors RELA and math programs in grades 3 - 8, and additional AP courses including AP Human Geography for 9th graders and the AP Capstone program at the high school.

Accomplishment #2:
Communications: The Superintendent's Blog, district use of social media, and weekly e-mail blasts continue to increase effective and transparent communication with all stakeholders.

Accomplishment #3:
Student Accomplishments: More high school students qualify as AP Scholars than ever before. Students performed well on the Keystone exams, and the high school achieved as SPP of 97.6. Almost every student taking Algebra I in eighth grade passed the Keystone exam in that subject. U.S. News and World Report recognized Quakertown Community High School with its Silver Award in 2015-16.

Accomplishment #4:
Individual Staff Awards: Among other recognitions, one principal was selected as a Distinguished Principal by NISL, two teachers were recognized as the Teacher of the Year, one in Secondary Social Studies and one in Health & Physical Education, and a middle school teacher was chosen as a 2016 SpringBoard Teacher of Distinction.

Accomplishment #5:
Long Range Facilities Planning: The district utilized a community facilities study committee to review the conditions and facilities needs for every building, enrollment trends, and educational program needs in order to develop a 10 year Facilities Master Plan.
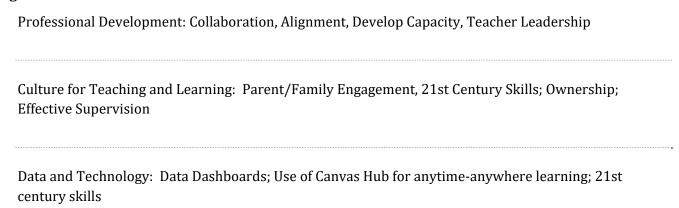
District Concerns

Concern #1:

Student Achievement: College/Career readiness, Common Assessments, development of skills and habits for success after graduation

Concern #2:

Professional Development: Collaboration, Alignment, Develop Capacity, Teacher Leadership

Concern #3:

Curriculum Cycle and Curriculum Development

Concern #4:

Culture for Teaching and Learning: Parent/Family Engagement, 21st Century Skills; Ownership; Effective Supervision

Concern #5:

Finance & Facilities: Funding stream for capital project needs and implementation of the Facilities Master Plan

Concern #6:

Data and Technology: Data Dashboards; Use of Canvas Hub for anytime-anywhere learning; 21st century skills

Prioritized Systemic Challenges

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

Aligned Concerns:

Professional Development: Collaboration, Alignment, Develop Capacity, Teacher Leadership

Student Achievement: College/Career readiness, Common Assessments, development of skills and habits for success after graduation

Culture for Teaching and Learning: Parent/Family Engagement, 21st Century Skills; Ownership; Effective Supervision

Data and Technology: Data Dashboards; Use of Canvas Hub for anytime-anywhere learning; 21st century skills

Systemic Challenge #2 *(Guiding Question #4)* Establish a district system that fully ensures high quality curricular assets (e.g. model curricula, learning progressions, units, lesson plans, and content resources) aligned with state standards and fully accessible to teachers and students.

> **Aligned Concerns:**
>
> > Student Achievement: College/Career readiness, Common Assessments, development of skills and habits for success after graduation
>
> > Finance & Facilities: Funding stream for capital project needs and implementation of the Facilities Master Plan
>
> > Curriculum Cycle and Curriculum Development

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

> **Aligned Concerns:**
>
> > Student Achievement: College/Career readiness, Common Assessments, development of skills and habits for success after graduation
>
> > Curriculum Cycle and Curriculum Development

Systemic Challenge #4 *(Guiding Question #5)* Establish a district system that fully ensures barriers to student learning are addressed in order to increase student achievement and graduation rates.

> **Aligned Concerns:**
>
> > Student Achievement: College/Career readiness, Common Assessments, development of skills and habits for success after graduation
>
> > Finance & Facilities: Funding stream for capital project needs and implementation of the Facilities Master Plan
>
> > Curriculum Cycle and Curriculum Development
>
> > Culture for Teaching and Learning: Parent/Family Engagement, 21st Century Skills; Ownership; Effective Supervision

Data and Technology: Data Dashboards; Use of Canvas Hub for anytime-anywhere learning; 21st century skills

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

> **Aligned Concerns:**

> Professional Development: Collaboration, Alignment, Develop Capacity, Teacher Leadership

> Culture for Teaching and Learning: Parent/Family Engagement, 21st Century Skills; Ownership; Effective Supervision

> Data and Technology: Data Dashboards; Use of Canvas Hub for anytime-anywhere learning; 21st century skills

Systemic Challenge #6 *(Guiding Question #1)* Establish a district system that fully ensures consistent implementation of standards aligned curricula across all schools for all students.

District Level Plan

Action Plans

Goal #1: Academic Programs: Increase rigor and college/career readiness at the high school, middle school and elementary levels while continuing to effectively address the needs of our at-risk students. Rationale: Aligns with the belief that we are responsible for preparing all students for life after graduation.

Related Challenges:

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

Indicators of Effectiveness:

Type: Annual

Data Source: Academic programs are aligned to Board-approved annual goals.

Annual progress towards Board-approved Performance Metrics for academic programs.

Specific Targets: Completion of Board-approved annual goals for academic programs will exceed 90%.

Meeting annual performance targets in Board-approved Performance Metrics of 85% of students will be college and career ready by 2021.

Strategies:

Curriculum

Description:

The Curriculum strategy includes the following elements:

1. Develop and implement a comprehensive curriculum cycle to include program evaluation and revision
2. Develop a comprehensive literacy curriculum K-8 using Journeys as a resource (K-5)
3. Complete Curriculum Cycle scheduled work, including Year 1 Research (K-5 RELA and 6-12 FCS) and Year 2 Research/Curriculum Development (6-12 Math; K-5 Science, and K-5 Social Studies)
4. Curriculum Cycle Year 3 Implementation in K-5 Math; 6-12 CCR; and 6-12 Business)

SAS Alignment: Standards, Curriculum Framework

Instruction

Description:

The Instruction strategy includes the following elements:

1. Develop and implement a professional development cycle and multi-year plan aligned with district goals
2. Complete revision of roles for elementary reading specialists and ISTs to a coaching model
3. Train all schools in Positive Behavior Interventions and Supports (PBIS) and have Tier 1 programs in place for all students

SAS Alignment: Standards, Instruction, Safe and Supportive Schools

Assessment

Description:

The Assessment strategy includes the following elements:

1. Continue to develop at least two quality common assessments for all new courses
2. Research and develop plan for implementation of electronic student writing portfolios K-12 for implementation in 2017-18
3. Develop and implement system for all school counselors to access individual and building-wide attendance reports on a weekly basis, plan for interventions for at-risk students, and share the data with administrators, parents, and teachers.

SAS Alignment: Standards, Assessment, Curriculum Framework, Instruction

Language & Literacy Acquisition

Description:

The Language & Literacy Acquisition strategy includes the following components:

1. Develop a comprehensive literacy curriculum K-8 using Journeys as a resource (K-5)
2. Complete revision of roles for elementary reading specialists and ISTs to a coaching model
3. Research and Develop plan for implementation of electronic student writing portfolios K-12.

SAS Alignment: Standards, Curriculum Framework, Instruction

Teaching Diverse Learners in an Inclusive Setting

Description:

The Teaching Diverse Learners in an Inclusive Setting includes the following elements:

1. Develop a comprehensive literacy curriculum using Journeys as a resource (K-5)
2. Complete revision of roles for elementary reading specialists and ISTs to a coaching model to increase effectiveness of classroom teachers at meeting the needs of diverse learners
3. Train all schools in Positive Behavior Interventions and Supports (PBIS) and have Tier 1 programs in place for all students
4. Develop and implement system for all school counselors to access individual and building-wide attendance reports to plan for interventions for at-risk students.

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

Implementation Steps:

Curriculum

Description:

1. Develop and implement a comprehensive curriculum cycle to include program evaluation and revision.

2. Develop a comprehensive literacy curriculum K-8 using Journeys as a resource (K-5)

3. Curriculum Cycle Scheduled Work:

Year 1 Research: (K-5 RELA; 9-12 FCS);
Year 2 Research/Curriculum Development: (6-12 Math; K-5 Science; K-5 Social Studies)

4. Curriculum Cycle Year 3 Implementation: (K-5 Math; 6-12 CCR; 6-12 Business)

Start Date: 5/2/2016   **End Date:** 6/30/2021

Program Area(s): Professional Education

Supported Strategies:

- Curriculum

- Language & Literacy Acquisition

- Teaching Diverse Learners in an Inclusive Setting

Instruction

Description:

1. Develop and implement a professional development cycle and multi-year plan aligned with district goals
2. Complete revision of roles for elementary reading specialists and ISTs to a coaching model
3. Train all schools in Positive Behavior Interventions and Supports (PBIS) and have Tier 1 programs in place for all students.

Start Date: 5/2/2016   **End Date:** 6/30/2021

Program Area(s): Professional Education, Student Services

Supported Strategies:

- Instruction

- Language & Literacy Acquisition

- Teaching Diverse Learners in an Inclusive Setting

Assessment

Description:

1. Continue to develop at least two quality common assessments for all new courses
2. Research and develop plan for implementation of electronic writing portfolios K-12

3. Develop and implement system for all school counselors to access individual and building-wide attendance reports on a weekly basis, plan for interventions for at-risk students, and share the data with administrators, parents, and teachers.

   Start Date: 5/2/2016   **End Date:** 6/30/2021

   Program Area(s): Professional Education, Student Services

   Supported Strategies:

- Assessment

- Language & Literacy Acquisition

- Teaching Diverse Learners in an Inclusive Setting

Goal #2: Operations/Finance: Demonstrate fiscal responsibility through thoughtful and consistent oversight of budget development, implementation of appropriate systems, and effective program evaluation. Rationale: Aligns with belief that we are to be responsible stewards of community resources.

   Related Challenges:

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

   Indicators of Effectiveness:

   Type: Annual

   Data Source: Strategies are aligned to Board-approved annual goals. Annual progress towards Board-approved Performance Metrics for operations and finance.

   Specific Targets: Completion of Board-approved annual goals for operations and finance will exceed 90%

   Meet annual performance targets in Board-approved Performance Metrics of 85% of students will be college and career ready by 2021.

Strategies:

Responsible Stewardship of Community Resources

Description:

The Responsible Stewardship strategy includes the following elements:

1. Developing fiscally responsible budgets
2. Implementing unit lunch
3. Capital maintenance planning and implementation
4. Implementing and evaluating the day maintenance model
5. Evaluating all business office operations
6. Conducting negotiations with QCEA to achieve an educationally supportive and fiscally responsible successor agreement.
7. Implementing an EAP for all covered District employees and evaluate impact.
8. Analyze middle level roles, responsibilities, and effective uses of team time and make staffing recommendations
9. Complete development and submission of the PDE Comprehensive Plan, aligned with District Goals

SAS Alignment: Materials & Resources, Safe and Supportive Schools

Implementation Steps:
Evaluation of Business Operations
Description:
Evaluate all business office operations, roles, and responsibilities and make necessary adjustments to improve effectiveness and efficiency
Start Date: 7/1/2016   **End Date:** 6/30/2021
Program Area(s):
Supported Strategies:
- Responsible Stewardship of Community Resources

Day Maintenance Model
Description:
Implement day maintenance model in all schools and develop metrics for program evaluation.
Start Date: 7/1/2016   **End Date:** 6/30/2021
Program Area(s):
Supported Strategies:
- Responsible Stewardship of Community Resources

Capital Maintenance Program
Description:
Implement capital maintenance plan in each year and plan for implementation for the next year.
Start Date: 7/1/2016   **End Date:** 6/30/2021
Program Area(s):
Supported Strategies:
- Responsible Stewardship of Community Resources

Unit Lunch

Description:
Implement unit lunch at QCHS and evaluate its effectiveness and efficiency.
Start Date: 7/1/2016   **End Date:** 6/30/2021
Program Area(s):
Supported Strategies:
- Responsible Stewardship of Community Resources

Budget Development

Description:
Develop fiscally responsible budgets each year that sustain current programs and plan for future needs.
Start Date: 7/1/2016   **End Date:** 6/30/2021
Program Area(s):
Supported Strategies:
- Responsible Stewardship of Community Resources

Goal #3: Culture for Teaching and Learning: Develop and consistently reinforce a culture for learning at the classroom, building, district, and community levels. Rationale: Aligns with our core purpose and mission.

Related Challenges:

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

Indicators of Effectiveness:

Type: Annual

Data Source: Strategies are aligned to Board-approved annual goals. Annual progress towards Board-approved Performance Metrics for culture of T & L.

Specific Targets: Completion of Board-approved annual goals for culture of teaching and learning will exceed 90%

Meet annual performance targets in Board-approved Performance Metrics of 85% of students will be college and career ready by 2021.

Strategies:

Culture for Teaching and Learning

Description:

The Culture for Teaching and Learning strategy includes the following elements:

1. Parent/Family Engagement Surveys
2. Student Perception Surveys
3. Development of Teacher Leadership
4. Ownership of student and building data
5. Effective Supervision for growth

SAS Alignment: Instruction, Safe and Supportive Schools

Implementation Steps:

Parent/Family Engagement
Description:
Conduct parent/family engagement surveys, analyze results, and develop action plans. Resurvey each year
Start Date: 7/1/2016   **End Date:** 6/30/2021
Program Area(s):
Supported Strategies:
● Culture for Teaching and Learning

Conley Key Concepts
Description:
Continue explicit communication of key concepts of 21st century learning and Conley work consistently and vertically K-12.
Start Date: 7/1/2016   **End Date:** 6/30/2021
Program Area(s):
Supported Strategies:
● Culture for Teaching and Learning

Teacher Leadership and Ownership of Data
Description:
Continue developing teacher leadership and understanding and ownership of student and building data to strengthen building culture, quality of instruction, and student achievement.
Start Date: 7/1/2016   **End Date:** 6/30/2021
Program Area(s):
Supported Strategies:
● Culture for Teaching and Learning

Elementary Parent Reporting System

Description:

Conduct a comprehensive review of the elementary parent reporting system including input from parents, teachers, and administrators, and recommend revisions to the reporting system and report card.

Start Date: 7/1/2016   **End Date:** 6/30/2021

Program Area(s):

Supported Strategies:

● Culture for Teaching and Learning

Supervision 3.0

Description:

Refine and implement Supervision 3.0, including first steps in Instructional Rounds implementation, use of student perception data, development of complex teacher goals, and coaching/courageous conversations.

Start Date: 7/1/2016   **End Date:** 6/30/2021

Program Area(s):

Supported Strategies:

● Culture for Teaching and Learning

Act 93 Supervision

Description:

Develop and implement an effective supervision plan for Act 93, including complex goals, focus on instructional supervision/coaching, and 360 degree feedback.

Start Date: 7/1/2016   **End Date:** 6/30/2021

Program Area(s):

Supported Strategies:

● Culture for Teaching and Learning

Communication

Description:

Consistently communicate with all stakeholders to enhance awareness of the district's mission and overall objectives.

Start Date: 7/1/2016   **End Date:** 6/30/2021

Program Area(s):

Supported Strategies:

● Culture for Teaching and Learning

Goal #4: Human Resources/Planning: Support all academic objectives through effective use of staff, effective organizational structure, and support for performance management processes. Rationale: Aligns with belief in responsible stewardship of community resources.

Related Challenges:

● Establish a district system that fully ensures the consistent implementation of effective instructional practices across all classrooms in each school.
● Establish a district system that fully ensures staff members in every school use standards aligned assessments to monitor student achievement and adjust instructional practices.

- Establish a district system that fully ensures high quality curricular assets (e.g. model curricula, learning progressions, units, lesson plans, and content resources) aligned with state standards and fully accessible to teachers and students.
- Establish a district system that fully ensures barriers to student learning are addressed in order to increase student achievement and graduation rates.
- Establish a district system that fully ensures professional development is focused, comprehensive and implemented with fidelity.
- Establish a district system that fully ensures consistent implementation of standards aligned curricula across all schools for all students.

Indicators of Effectiveness:
Type: Annual
Data Source: Strategies are aligned to Board-approved annual goals. Annual progress towards Board-approved Performance Metrics for HR and planning.
Specific Targets: Completion of Board-approved annual goals for human resources and planning will exceed 90%
Meet annual performance targets in Board-approved Performance Metrics of 85% of students will be college and career ready by 2021.

Strategies:

Responsible Stewardship of Community Resources
Description:
The Responsible Stewardship strategy includes the following elements:
1. Developing fiscally responsible budgets
2. Implementing unit lunch
3. Capital maintenance planning and implementation
4. Implementing and evaluating the day maintenance model
5. Evaluating all business office operations
6. Conducting negotiations with QCEA to achieve an educationally supportive and fiscally responsible successor agreement.
7. Implementing an EAP for all covered District employees and evaluate impact.
8. Analyze middle level roles, responsibilities, and effective uses of team time and make staffing recommendations
9. Complete development and submission of the PDE Comprehensive Plan, aligned with District Goals
   SAS Alignment: Materials & Resources, Safe and Supportive Schools

Implementation Steps:

QCEA Negotiations
Description:
Conduct negotiations with QCEA to achieve an educationally supporting and fiscally responsible successor agreement.
Start Date: 1/10/2016   **End Date:** 6/30/2021
Program Area(s):
Supported Strategies:
- Responsible Stewardship of Community Resources

EAP

Description:

Implement an EAP for all covered District employees and evaluate impact.

Start Date: 7/1/2016   **End Date:** 6/30/2021

Program Area(s):

Supported Strategies:

- Responsible Stewardship of Community Resources

Middle Level Team Time

Description:

Analyze middle level roles, responsibilities, and effective uses of team time and make staffing recommendations.

Start Date: 7/1/2016   **End Date:** 6/30/2021

Program Area(s):

Supported Strategies:

- Responsible Stewardship of Community Resources

Comprehensive Plan

Description:

Complete development and submission of the PDE Comprehensive Plan, aligned with District Goals.

Start Date: 4/1/2016   **End Date:** 11/30/2017

Program Area(s):

Supported Strategies:

- Responsible Stewardship of Community Resources

Goal #5: Data/Technology: Ensure integrity of data collection and technology investments/use are aligned with the district's fiscal objectives and academic needs. Rationale: Aligns with the belief in continuous improvement, use of data to drive decision making, and student development of 21st century skills.

Related Challenges:

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

Indicators of Effectiveness:

Type: Annual

Data Source: Strategies are aligned to Board-approved annual goals. Annual progress towards Board-approved Performance Metrics for data and technology.

Specific Targets: Completion of Board-approved annual goals for data/technology will exceed 90%
Meet annual performance targets in Board-approved Performance Metrics of 85% of students will be college and career ready by 2021.

Strategies:
Use of Data to Drive Instruction and Decision Making
Description:
The Data-Driven strategy includes the following elements:
1. Data warehouse and dashboard system
2. 21st Century Technology Skills
3. Canvas Hub platform
SAS Alignment: Instruction, Standards, Assessment

Implementation Steps:
Data Warehouse and Dashboards
Description:
Complete Decision Ed Phase II to include training for all users, loading of Phase II data (Keystone and other sources), and dashboard iteration 2.0, business/HR/board dashboard development.
Start Date: 7/1/2015   **End Date:** 6/30/2021
Program Area(s):
Supported Strategies:
● Use of Data to Drive Instruction and Decision Making

Canvas
Description:
Completion of annual benchmarks to facilitate "Anytime Anywhere Learning."
Start Date: 7/1/2015   **End Date:** 6/30/2021
Program Area(s): Educational Technology
Supported Strategies:
● Use of Data to Drive Instruction and Decision Making

21st Century Skills
Description:
Continue communication of expectations for student development of 21st century technology-facilitated skills; analyze obstacles and develop strategies to improve technology integration in meaningful ways.
Start Date: 7/1/2015   **End Date:** 6/30/2021
Program Area(s): Educational Technology
Supported Strategies:
● Use of Data to Drive Instruction and Decision Making

Goal #6: Safety and Security: Be vigilant in ensuring the safety and security of all school buildings and the central office. Rationale: Aligns with belief in providing a safe and student centered culture and environment in all of our schools.

Related Challenges:
- Establish a district system that fully ensures barriers to student learning are addressed in order to increase student achievement and graduation rates.
- Establish a district system that fully ensures professional development is focused, comprehensive and implemented with fidelity.

Indicators of Effectiveness:

Type: Annual

Data Source: Strategies are aligned to Board-approved annual goals. Annual progress towards Board-approved Performance Metrics for safety and security.

Specific Targets: Completion of Board-approved annual goals for safety and security will exceed 90% Meet annual performance targets in Board-approved Performance Metrics of 85% of students will be college and career ready by 2021.

Strategies:

Safe School Environment

Description:

The Safe School Environment strategy contains the following elements:
1. Critical Incident Planning
2. Data Security and Privacy

SAS Alignment: Safe and Supportive Schools, Materials & Resources

Implementation Steps:

Drills

Description:

Conduct table top drills with districtwide staff members and review the crisis plan based on the results and key takeaways from after action reviews, and conduct drills in each building.

Start Date: 7/1/2016   **End Date:** 6/30/2021

Program Area(s):

Supported Strategies:
- Safe School Environment

Data Security and Privacy

Description:

Obtain the COSN Trusted Learning Environment Seal by completing each of the required steps/objectives.

Start Date: 7/1/2016   **End Date:** 6/30/2021

Program Area(s):

Supported Strategies:
- Safe School Environment

Appendix: Professional Development Implementation Step Details

Start	End	Title	Description
5/2/2016	6/30/2021	Curriculum	1. Develop and implement a comprehensive curriculum cycle to include program evaluation and revision. 2. Develop a comprehensive literacy curriculum K-8 using Journeys as a resource (K-5) 3. Curriculum Cycle Scheduled Work: Year 1 Research: (K-5 RELA; 9-12 FCS); Year 2 Research/Curriculum Development: (6-12 Math; K-5 Science; K-5 Social Studies) 4. Curriculum Cycle Year 3 Implementation: (K-5 Math; 6-12 CCR; 6-12 Business)

Person Responsible	SH	S	EP	Provider	Type	App.
Office of Teaching and Learning	6.0	4	325	Quakertown Community School District	School Entity	Yes

Knowledge   RELA: To develop a plan that focuses on identifying strengths and needs of the ELA program with the support of stakeholders and the Office of Teaching and Learning. Areas of focus include:

·   Instructional Leadership (knowledge of standards, research based practices, role of instructional leaders, data driven practices, communication).

·   Assessment (knowledge of types and use of assessment)

·   Instructional Programs, Materials and Approaches (core and intervention programs and their instruction)

·   Promoting and Encouraging Reading (library, celebrations, family programs, parent engagement)

Curriculum: The following represents a process in which members of the Office for Teaching and Learning collaboratively:

·   set norms and shaped our core values.

·   determined our vision and beliefs.

·   developed a 6 year curriculum cycle for review, analysis, development, and revision of each curricular area.

·   designed a professional development model which embraces:

o Teacher choice in designing curriculum and professional development and supports in doing so.

o Teacher choice in professional development cohorts over the course of one year

o Opportunities for focused collaboration and dissemination of ideas and best practices.

o Focused vertical and horizontal collaboration while implementing and revising curriculum.

·   refined the processes through a critical friends protocol based on trust and essential feedback.

Supportive Research

RELA: Our current data indicates that 3 out of 10 students are not meeting proficient levels of reading and writing in grades 3-4-5 based on state assessments. "A school-wide literacy action plan is an essential blueprint for improving student achievement. An effective plan requires the skillful use of data about student performance, literacy needs and expectations in the school and community, school capacity to support literacy development, current teaching practices, and effectiveness of the literacy program. To generate change, leaders must actively use a literacy action plan to guide decision making around instruction, programming, and resource allocation." (Irvin, Meltzer, Dukes; 2007)

CURRICULUM: Over the past few years, the Curriculum, Instruction, and Assessment Office has seen a significant change in personnel, structure, and leadership. Through many of these transitions, the Curriculum, Instruction, and Assessment Office has also seen its role in supporting teachers and students shift and change as well. As many of these changes were occurring, it presented an opportunity to reflect on the goals, processes, and impact we have had on teaching and learning.

The curriculum, which includes coursework, co-curricular activities, and other school-approved educational experiences, is the school's formal plan to fulfill its mission statement and expectations for student learning, and its instructional practices. The strength of that link is dependent upon the professional staff's commitment to an involvement in a comprehensive on-going review of the curriculum. (Commission on Public Secondary Schools, 2005, p.4)

Designed to Accomplish

| For classroom teachers, school counselors and education specialists: | · Enhances the educator's content knowledge in the area of the educator's certification or assignment.
· Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.
· Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.
· Empowers educators to work effectively with parents and community partners. |
| For school and district administrators, and other educators seeking leadership roles: | · Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.
· Provides leaders with the ability to access and use appropriate data to inform decision-making.
· Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.
· Instructs the leader in managing resources for effective results. |

| **Training Format** | · Series of Workshops
· Professional Learning Communities |

Participant Roles	· Classroom teachers · Principals / Asst. Principals · Supt / Asst Supts / CEO / Ex Dir · School counselors · New Staff · Other educational specialists	**Grade Levels**	· Elementary - Primary · (preK - grade 1) · Elementary - Intermediate · (grades 2-5) · Middle (grades 6-8) · High (grades 9-12)
Follow-up Activities	· Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers · Analysis of student work, with administrator and/or peers	**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

District Level Affirmations

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

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

Affirmed by Paul Stepanoff on 9/28/2017

Board President

Affirmed by William Harner on 9/29/2017

Superintendent/Chief Executive Officer

Special Education Affirmations

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

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

expand the current level of services and programs provided to students with disabilities in this local education agency.

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

No signature has been provided

Board President

No signature has been provided

Superintendent/Chief Executive Officer