

Salisbury Township SD

District Level Plan

07/01/2019 - 06/30/2022

District Profile

Demographics

1140 Salisbury Rd
 Allentown, PA 18103
 (610)797-2062
 Superintendent: Randy Ziegenfuss, Ed.D.
 Director of Special Education: Tracey Jacobi

Planning Process

Salisbury Township School District began to revise its Strategic Plan in June 2018. Strategic planning is a dynamic process in which stakeholders in the Salisbury Township School District answered the questions *"What should Salisbury Township School District look like in 2022? What knowledge, skills and dispositions does a Salisbury Graduate need for success upon graduation? What are the best learning environments and physical facilities to support the knowledge, skills and dispositions outlined in the Profile of a Graduate?"* Participants in the strategic planning process examined **core foundations** of programs and facets of the organization, identifying **needs**, and **planning actions** aligned to the district's vision, mission and beliefs along with state requirements.

Committees were established based on the requirements of the Strategic Plan process:

1. **Safe and Supportive Schools:** *What types of services should the district provide to support the health and well-being of our students?*
2. **Special Education:** *What services should be pursued to support students with special learning needs?*
3. **Professional Development:** *What types of activities and experiences should be made available to staff members to support the vision and mission of the district?*

Working Groups were also established outside of the requirements of the Strategic Plan process::

1. **Profile of a Graduate:** *What beliefs do we hold about learning, and how do they shape the district's mission and vision? What programs should the district provide to support the learning of all students? How will we evaluate student achievement beyond standardized test scores?*
2. **Gifted Education:** *What services should be pursued to support students identified as gifted?*
3. **Technology:** *What types of technology should be used to support the learning of students and the operation of the district?*

Mission Statement

Salisbury...Inspire, Think, Learn, Grow... Together!

Vision Statement

Salisbury Township School District empowers students to become innovative, critical thinkers who develop and apply skills to solve real-world problems. We challenge all students with a curriculum that stimulates personal growth and lifelong learning. We embrace the importance of caring relationships and a safe learning environment to ensure a sense of belonging and respect for every individual.

Shared Values

- We believe student achievement is positively affected by the active involvement of caring adults in a supportive, safe environment.
- We believe the goal of education is to develop literate, self-directed learners who possess the critical thinking and communication skills necessary to be successful and competitive in the 21st century.
- We believe learning is a lifelong process.
- We believe student engagement begins with relevance to today's world and success in that world requires integration of ever-evolving technologies and 21st century skills.
- We believe teaching methods must address and be responsive to individual students' needs.
- We believe in the value and power of collaborative dialogue with all stakeholders.
- We believe every student and educator must be both a learner and a teacher to be successful in the 21st century.

Educational Community

Organization Description

Organization Description and History

Salisbury Township School District is located in Allentown, Pennsylvania. The district serves a suburban residential area with an approximate population of 13,763. The district has approximately 1600 students, 134 faculty, 109 support staff, and 17 administrators. The district serves students in two elementary schools, one middle school, and one high school.

Salisbury Township was created in 1753, and at its inception, it included all of the borough of Fountain Hill and the Moravian settlement of Emmaus. Closed to Moravians only until 1835, Emmaus -- then a part of Salisbury-- spread, absorbing more of Upper Milford and increasing Salisbury's land mass. In 1859, however, Salisbury lost Emmaus by its incorporation as a borough. Later, Emmaus annexed parts of the township in 1903, 1922, 1925, 1940, 1947, and 1951. The borough of South Allentown originally included land south of the Little Lehigh and the 8th Street Bridge as part of Salisbury Township. As the borough of South Allentown expanded, it took Trout Creek Park, Cumberland Gardens, the Mack Truck business compound, Fairview Park, Mountainville, Wilson School, the reservoir on South Mountain, Queen City Airport, Percy Ruhe Park, part of Alton Park, the Little Lehigh Park, and the area north of East Texas Boulevard and Mosser Street, Union Terrace Park and school area up to Old Reading Road from Muhlenberg Street east to Cedar Creek. All of these areas of Salisbury were lost to annexation. The history of annexing land from Salisbury Township created a geographically-split population divided by a west and east side, making the township the second smallest -- 11.3 square miles -- in Lehigh County. Today, Salisbury Township is a suburban community bordering the southwestern section of Allentown and Bethlehem. One elementary school and the middle school are located in the western portion of the township, and one elementary and the high school are located in the eastern portion of the township. There is a narrow band of township land between the city of Allentown and the Borough of Emmaus that connects the Eastern and Western portions of the township.

Education Description

Salisbury Township School District is small in comparison to many other school districts in the Lehigh Valley. The small size makes it possible for the schools to offer specialized and/or individualized services to students within a personal environment. The educational program is delivered through the district's four schools: Harry S Truman Elementary School, Western Salisbury Elementary School, Salisbury Middle School, and Salisbury High School. Salisbury Township School District maintains a diverse, challenging curriculum which allows students to take advantage of opportunities which might not be available in larger, less intimate educational settings. The district curriculum supports student learning by providing opportunities for integration, application, individualization, co-teaching, and cross-curriculum project-based inquiry that is enhanced by a 1:1 initiative providing a device to all students in grades K through 12. The curriculum provided to every student at each level is as follows:

Kindergarten through Fifth Grades

Planned instruction in the following areas is provided to each student every year: language arts, mathematics, science and technology, environment and ecology, social studies, health, safety, physical education, the arts, and understanding the use of the library as required by PA Standards.

Sixth through Eighth Grades

Planned instruction in the following areas is provided to each student every year: language arts, mathematics, science and technology, environment and ecology, social studies, information skills, health, safety, physical education, the arts, career education, technology education, and family and consumer science as required by PA Standards.

Ninth through Twelfth Grades

Planned instruction in the following areas is provided to every student in the high school program: language arts, mathematics, science and technology, social studies, environment and ecology, the arts, health, safety, physical education, and LifeSmarts (an integrated course based on family and consumer science, technology, and business standards). The following planned instruction is available to every student in the high school program: vocational-technical education, business education, world languages, technology education, dual enrollment and college level advanced placement courses.

A wide range of elective courses offer student learning opportunities competitive with offerings in other Lehigh Valley school districts. In doing so, many classes operate with fewer students than the state uses in its formula to determine building capacity. It is not uncommon to have elective classes with the number of students ranging from 10-28 students, often averaging in the teens.

Courses are designed to prepare students for entrance into college and/or employment and to provide a general education. Despite a student's career pathway, academic literacy and technology integration shape students toward success in their post-secondary choices. Students enrolled in vocational and technical courses generally pursue their academic work at Salisbury High School and their laboratory work at Lehigh Career and Technical Institute. There are some students who attend LCTI full day. Honors courses are offered in English, social studies, mathematics, and science. Advanced Placement courses are offered in biology, Calculus AB, English composition and literature, English Language, European history, United States history, and Computer Science. In partnership with Seton Hall University, Salisbury High School offers dual enrollment courses. The district offers students a cyber-option through VAST (Virtual Academy Salisbury Township).

Demographic Description

Since 2002, the district experienced noteworthy changes in its demographic as student enrollment has dropped by over 250 students. District 2017-18 snapshot data was used for planning purposes. The percentage of white students decreased by 21%, while the percentage of Hispanic/Latino students increased by the same amount. The percentage of economically disadvantaged students grew from 8.1% to 24%, with the eastern section elementary school reaching 42.4%. The shifts in the student population and in the demographics of the Salisbury Township School District reflect the increasing diversity of the Lehigh Valley.

The ethnic diversity of the student population in Salisbury is represented by the following statistics: White (70.3%), Hispanic/Latino (14.4%), Black (3.7%), Multi-Racial (9%), Asian (2.5%) and American Indian (0.1%). This diversity is further represented by the increase in the number of students whose primary language is other than English. Second language learners represent 4.4% of the student population in the district.

A further reflection of the changing demographics is the increasing number of students who are economically disadvantaged as defined by eligibility for free and reduced lunch. Currently, this group of students represents approximately 34% of the student population. The district is experiencing greater student mobility with 23.7% of the student population changing each year other than through the natural student attrition due to graduation or students beginning their schooling career in kindergarten.

With its changing demographics, Salisbury Township School District remains a close community with significant parent involvement and great community support. The home and school partnership is evident throughout the district by example of the strong parent and community volunteers and the community pride.

Administration

Central administrative offices are located at 1140 Salisbury Road in Allentown, PA. The administrative team consists of the following personnel:

Superintendent of Schools, Randy M. Ziegenfuss, Ed.D.

Associate Superintendent, Mrs. Lynn Fuini-Hetten

Director of Teaching and Learning, Mrs. Kelly Pauling

Director of Special Education, Mrs. Tracey Jacobi

Supervisor of Special Education, Mr. Michael Vacaro

Coordinator of Technology, Mr. Christopher Smith

Chief Financial Officer, Mr. Michael Taylor

Coordinator of Human Resources, Mrs. Nancy Spaadt

Director of Facilities/Safety & Security, Mr. William Brackett

Director of Transportation, Mr. Mark Donelli

Director of Child Nutrition, Ms. Camille Laszczak

Director of Student Activities, Ms. Monica Deeb

Salisbury High School Principal, Ms. Heather Morningstar

Salisbury High School Assistant Principal, Mr. Brian Muschlitz

Salisbury Middle School Principal, Mr. Ken Parlman

Salisbury Middle School Assistant Principal, Mr. Rob Sawicki

Harry S Truman Elementary School Principal, Mr. Zachary Brem

Western Salisbury Elementary School Principal, McCausland-Hartman, Ed.D.

Board of School Directors

The Board of Directors meetings are held at 7:30 p.m. on the second Wednesday after the first Friday of each month. The meetings are held in the Administration Building located at 1140

Salisbury Road in Allentown, PA. The Board of School Directors consists of:

Mr. Frank Frankenfield, President

Mr. Samuel DeFrank, Vice-President

Mrs. Audrey Frick

Mr. George Gatenis

Mr. Joseph Gnall

Mrs. Carol Klinger

Mr. Robert Kulp

Mrs. Susan Lea

Mrs. Mary Ziegler

Planning Committee

Name	Role
William Brackett	Administrator

Zachary Brem	Administrator : Special Education
Lynn Fuini-Hetten	Administrator : Professional Education Special Education
Heather Morningstar	Administrator : Professional Education
Ken Parliman	Administrator
Chris Smith	Administrator
Michael Vacaro	Administrator : Special Education
Randy Ziegenfuss	Administrator : Professional Education Special Education
Carol Klinger	Board Member : Professional Education
Mary Bishop	Business Representative : Professional Education
Mary Ziegler	Business Representative : Professional Education
Sandra Genzel	Community Representative : Professional Education Schoolwide Plan
Jill Triffo	Community Representative : Professional Education Special Education
Conni Keller	Ed Specialist - Other : Professional Education Special Education
Roseanne Roman	Ed Specialist - Other : Professional Education Special Education
Rachel Legath	Ed Specialist - Social Restoration
Jill William	Ed Specialist - Social Restoration : Professional Education
Chris Adams	Elementary School Teacher - Regular Education : Professional Education Special Education
Kathy Debona	Elementary School Teacher - Regular Education : Professional Education
Susan Knight	Elementary School Teacher - Regular Education : Professional Education
Cindy Long	Elementary School Teacher - Regular Education : Professional Education
Kristen Zellner	Elementary School Teacher - Regular Education : Special Education
Tammy Cihylik	Elementary School Teacher - Special Education : Special Education
Corinne Ramunni	Elementary School Teacher - Special Education : Special Education
Mike Barna	High School Teacher - Regular Education : Professional Education
Barry Frick	High School Teacher - Regular Education :

	Professional Education
Angela Xander	High School Teacher - Regular Education : Special Education
Theresa Bruns	High School Teacher - Special Education : Special Education
Andrew Cerco	High School Teacher - Special Education : Special Education
Vicky Evener	High School Teacher - Special Education : Special Education
Michael Frederick	High School Teacher - Special Education : Professional Education Special Education
Mrunalini Govande	High School Teacher - Special Education : Special Education
Katherine Hutchinson	High School Teacher - Special Education : Special Education
Sarah Kehl	High School Teacher - Special Education : Special Education
Marge McGinty	High School Teacher - Special Education : Special Education
Lucy Reinsmith	High School Teacher - Special Education : Special Education
Allison Gerhardt	Middle School Teacher - Regular Education : Professional Education
Stephen Hilaire	Middle School Teacher - Regular Education : Professional Education
Matthew Tobias	Middle School Teacher - Regular Education : Professional Education
Mario Amato	Middle School Teacher - Special Education : Special Education
Amanda Holschwander	Middle School Teacher - Special Education : Special Education
Jennifer Kowalski	Middle School Teacher - Special Education : Special Education
Deb Saeger	Middle School Teacher - Special Education : Special Education
Sandra D'Alessandro	Parent : Professional Education Special Education
Lin Dreisbach-Ferrrol	Parent
Laura McKelvey	Parent : Special Education
Beth Neitz	Parent : Special Education
Gabby Pelczar	Parent : Special Education

Kelly Ziegenfus	Parent : Professional Education Special Education
Tracey Jacobi	Special Education Director/Specialist : Special Education

Core Foundations

Standards

Mapping and Alignment

Elementary Education-Primary Level

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

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

This narrative is empty.

Elementary Education-Intermediate Level

Standards	Mapping	Alignment
Arts and Humanities	Accomplished	Accomplished
Career Education and Work	Developing	Accomplished
Civics and Government	Developing	Accomplished
PA Core Standards: English Language Arts	Accomplished	Accomplished
PA Core Standards: Literacy in History/Social Studies,	Accomplished	Accomplished

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

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

This narrative is empty.

Middle Level

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

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

This narrative is empty.

High School Level

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

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

This narrative is empty.

Adaptations

Elementary Education-Primary Level

Checked answers

None.

Unchecked answers

None.

Elementary Education-Intermediate Level

Checked answers

None.

Unchecked answers

None.

Middle Level

Checked answers

None.

Unchecked answers

None.

High School Level

Checked answers

None.

Unchecked answers

None.

Explanation for any standards checked:

This narrative is empty.

Curriculum

Planned Instruction

Elementary Education-Primary Level

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

Processes used to ensure Accomplishment:

This narrative is empty.

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

This narrative is empty.

Elementary Education-Intermediate Level

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

Processes used to ensure Accomplishment:

This narrative is empty.

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

This narrative is empty.

Middle Level

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

Processes used to ensure Accomplishment:

This narrative is empty.

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

This narrative is empty.

High School Level

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

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

Processes used to ensure Accomplishment:

This narrative is empty.

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

This narrative is empty.

Modification and Accommodations

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

This narrative is empty.

Instruction

Instructional Strategies

Unchecked Answers

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

Unchecked Answers

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

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

This narrative is empty.

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

This narrative is empty.

Responsiveness to Student Needs

Elementary Education-Primary Level

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

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

This narrative is empty.

Elementary Education-Intermediate Level

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

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

This narrative is empty.

Middle Level

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

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

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

This narrative is empty.

High School Level

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

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

This narrative is empty.

Recruitment

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

This narrative is empty.

Assessments

Local Graduation Requirements

Course Completion	SY 19/20	SY 20/21	SY 21/22
Total Courses			
English			
Mathematics			
Social Studies			
Science			
Physical Education			
Health			

Music, Art, Family & Consumer Sciences, Career and Technical Education			
Electives			
Minimum % Grade Required for Credit (Numerical Answer)			

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

Methods and Measures

Summative Assessments

No methods or measures have been identified for Summative Assessments

Benchmark Assessments

No methods or measures have been identified for Benchmark Assessments

Formative Assessments

No methods or measures have been identified for Formative Assessments

Diagnostic Assessments

No methods or measures have been identified for Diagnostic Assessments

Validation of Implemented Assessments

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

Provide brief explanation of your process for reviewing assessments.

This narrative is empty.

Development and Validation of Local Assessments

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

This narrative is empty.

Collection and Dissemination

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

This narrative is empty.

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.

This narrative is empty.

Assessment Data Uses

Assessment Data Uses	EEP	E EI	ML	HS
Assessment results are reported out by PA assessment anchor or standards-aligned learning objective.				
Instructional practices are identified that are linked to student success in mastering specific PA assessment anchors, eligible content or standards-aligned learning objectives.				
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.				
Instructional practices modified or adapted to increase student mastery.				

Provide brief explanation of the process for incorporating selected strategies.

This narrative is empty.

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

This narrative is empty.

Distribution of Summative Assessment Results

Distribution Methods	EEP	E EI	ML	HS
Course Planning Guides				
Directing Public to the PDE & other Test-related Websites				
Individual Meetings				
Letters to Parents/Guardians				
Local Media Reports				
Website				
Meetings with Community, Families and School Board				
Mass Phone Calls/Emails/Letters				

Newsletters				
Press Releases				
School Calendar				
Student Handbook				

Provide brief explanation of the process for incorporating selected strategies.

This narrative is empty.

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

This narrative is empty.

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 Salisbury Township School District has a supportive structure of teacher leadership teams which work with school district administration to address identified needs and challenges. Within each building, a team of teachers, principals, and support staff meet regularly to review historical and present student performance data to plan necessary adjustments, adaptations, interventions, and enrichment. Representatives from these teams meet regularly on a district-wide basis to ensure that K-12 programs are consistently being followed, adapted, and adjusted to meet needs not just at individual grade and building levels, but also within the context of a K-12 program. Student performance data is annually shared with the school board to demonstrate areas of strength and challenges that arise based upon standardized testing results, and share with the school board building-level designed plans for the upcoming year that address areas that have surfaced as a result of the data review.

Programs, Strategies and Actions

Programs, Strategies and Actions	EEP	E EI	ML	HS
Biennially Updated and Executed Memorandum of Understanding with Local Law Enforcement	X	X	X	X
School-wide Positive Behavioral Programs	X	X		

Conflict Resolution or Dispute Management	X	X	X	X
Peer Helper Programs	X	X	X	X
Safety and Violence Prevention Curricula	X	X	X	X
Student Codes of Conduct	X	X	X	X
Comprehensive School Safety and Violence Prevention Plans	X	X	X	X
Purchase of Security-related Technology	X	X	X	X
Student, Staff and Visitor Identification Systems				
Placement of School Resource Officers	X	X	X	X
Student Assistance Program Teams and Training	X	X	X	X
Counseling Services Available for all Students	X	X	X	X
Internet Web-based System for the Management of Student Discipline	X	X	X	X

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

Wrote a School Safety grant for the visitor ID system.
Secondary schools do not have PBIS.

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.)

The Child Find/FERPA Notice is published in the newspapers, on CLIU 21's webpage, and available on our webpage. The Special Ed Services Notice is available on our webpage. The Child Find/FERPA Notice was published in the following newspapers on the dates noted:

- Times News (9/11),
- East Penn Press (9/12),
- Salisbury Press (9/12),
- Parkland Press (9/13),
- Northwestern Press (9/13),
- Whitehall-Coplay Press (9/13),
- Northampton Press (9/13)
- Catasauqua Press (9/13).

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

TIER 1: UNIVERSAL SCREENING AND REFERRALS

Salisbury Township School District maintains an on-going system to locate, identify, and evaluate students who may be eligible for gifted services under 22 Pa Code Chapter 16. All students will be screened by the end of their 2nd grade year to identify those students who may be gifted.

Teachers shall also be provided with information regarding gifted eligibility and shall be responsible for identifying those students in their class(es) who may meet the requirements for gifted eligibility under Chapter 16. Where a teacher believes that a particular student may be gifted, as defined by Chapter 16, the teacher shall immediately refer that student to the targeted screening team, identifying the specific reasons for the referral.

A Gifted Screening Team shall be assembled annually to facilitate a structured review of student data in order to identify students who may be eligible for Gifted services.

TIER 2: TARGETED SCREENING

Where a student has been referred through the universal screening process, the Gifted Multidisciplinary Team (GMDT) shall conduct a more targeted review/screening of the student to determine whether an evaluation may be appropriate. The GMDT may seek additional input from the student's regular education teacher(s), guidance counselor, building administrator, school psychologist, and/or any other individual who may have knowledge of the student's cognitive abilities and/or academic performance in order to make a determination regarding whether to proceed to an evaluation. The student's parents may also be consulted at this phase.

At this phase, the following additional information may be reviewed/collected:

- Review of multiple criteria data, which will include, but is not limited to PSSA scores, current and past grades, StoryTown profile, STAR results, Study Island Benchmarks, Scholastic Reading Inventory, Dibels NEXT (6th Grade only), teacher observations, and other anecdotal information.
- Staff from the gifted department will administer brief testing of intellectual ability in order to consider the predictive validity of a full evaluation based on its outcome.

Where a student is referred for targeted screening but is not moved on to a full evaluation, the GMDT shall perform a targeted review of the student's file one year after the original determination not to evaluate was made in order to ensure that no evaluation continues to be necessary.

Where the GMDT determines that a full evaluation is appropriate/required, the school psychologist shall be responsible for providing a Permission to Evaluate to the student's parents within ten (10) days of the decision to evaluate.

STUDENT TRANSFERS

If a student transfers into the Salisbury Township School District with a GIEP from within the state of Pennsylvania, that GIEP will be reviewed and implemented in the District until such time that the District is able to determine whether an evaluation should be conducted.

The District is not obligated to automatically adopt the eligibility findings of another district, although it may do so. The District is responsible for ensuring that the information from the prior school including the eligibility determination, gifted placement, and gifted programming are subject to District review and, if necessary, revision or revocation.

If a student transfers into the Salisbury Township School District with a GIEP or other gifted program, plan, and/or gifted eligibility determination from out of state, a Permission to Evaluate will be presented to the parent as soon as possible upon the student's arrival. If the parent consents, then a gifted evaluation will be completed and a gifted written report

will be issued. If the student qualifies, a GIEP will be developed to address the student's strengths. Due to the fact that gifted eligibility is established via state law not federal law, gifted eligibility and/or programming from other states may not meet the legal requirements set forth under Pennsylvania law.

PARENT REFERRALS

A parent may also request an evaluation at any time. This request must be in writing and should state the reason(s) why the parent feels the student is exceptional and may be in need of gifted education. A written request should be given to the main office of your child's school. This will be forwarded to the building school psychologist. When a request is received by a school psychologist, he/she will then convene the school team and contact the parent.

The School Psychologist will respond to the parent within 10 days of the request to schedule a conference (in person or by phone). The school team will consider the following options in moving forward with a parent request:

1. Do not evaluate and issue NORA
2. Initiate TIER 2 screening procedures; or
3. Initiate comprehensive gifted evaluation and issue GPTE

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

TIER 3: COMPREHENSIVE GIFTED EVALUATION

Based on results from the systematic screening, candidates who advance for continued investigation will be referred for a Gifted Multidisciplinary Evaluation (GMDE). A Gifted Multidisciplinary Team (GMDT), as defined below, will conduct the evaluation and will require further input from the student's teachers and parents in the form of rating scales and narrative feedback. GMDT will also review the student's health history.

A Gifted Permission to Evaluate (GPTE), along with a copy of the Procedural Safeguards, will be presented to the parents of the referred student as soon as possible after the decision is made to evaluate the student.

The receipt of a signed GPTE will initiate a comprehensive gifted evaluation, which will result in a Gifted Written Report (GWR).

The final GWR document answers two questions:

1. Is the student gifted under Chapter 16 definition?
2. Does the student demonstrate the need for specially designed instruction?

The Process Details:

The school psychologist will administer a measure of general intelligence ability, and an individual achievement test to assess the student's reading, writing, and math skills in a 1:1

setting. Curriculum-based assessments may also be administered. Tests, evaluations, and materials used to determine eligibility must be:

- selected and administered in a manner that is free from racial and cultural bias and bias based on disability;
- administered in the native language or mode of communication of the child unless it is clearly not feasible to do so;
- selected and administered so that the test results accurately reflect the student's aptitude, achievement level or whatever other factor the test purports to measure, rather than the student's impaired sensory, manual or speaking skills, except if those skills are the factors which the test purports to measure;
- professionally validated for the specific purpose for which they are used;
- administered by certified professional employee(s) under the instructions provided by the producer of the tests and sound professional practice; and
- selected and administered to assess specific areas of educational need and ability and not merely a single general intelligence quotient (IQ).

STSD GIFTED ELIGIBILITY DETERMINATION

Eligibility:

Consistent with the law, the Salisbury Township School District criteria for Chapter 16 Gifted eligibility are as follows:

1. A student who attains a standard score of 130 or higher on a norm-referenced assessment of cognitive ability (Full Scale Intelligent Quotient or General Ability Index score) will be recommended to receive gifted support services
2. Consistent with the law, a student with an IQ of less than 130 may also be considered eligible to receive gifted support services if they demonstrate other multiple criteria that indicate gifted ability. The multiple criteria include:
 - a. Academic achievement two or more standard deviations above the mean for the student's age or grade on nationally normed achievement tests. Subject results shall yield academic instruction levels in all academic subject areas.
 - b. An observed or measured rate of acquisition/retention of new academic content or skills that reflect gifted ability.
 - c. Demonstrated achievement, performance or expertise in one or more academic areas as evidenced by excellence of products, portfolio or research, as well as criterion-referenced team judgment.
 - d. Early and measured use of high level thinking skills, academic creativity, leadership skills, intense academic interest areas, communications skills, foreign language aptitude or technology expertise.

Intervening Factors Masking Giftedness:

The team will consider whether documented, observed, validated, or assessed evidence that intervening factors such as English as a second language, learning disability, physical impairment, emotional disability, gender or race bias, or socio-cultural deprivation are masking gifted abilities.

Dual Exceptionalities:

If a student is both gifted and eligible for special education, the procedures in Chapter 14 shall take precedence. The student's needs established under gifted status will be addressed in the procedures required in Chapter 14, including a single IEP. For students who are thought to be both gifted and disabled, a complete educational evaluation will be completed.

Based on the outcome of the GMDE, the GMDT will determine if the student is:

1. Mentally gifted; and, if so,
2. Whether the student is in need of specially-designed gifted instruction.

A student is in need of gifted services if his or her educational needs cannot be met through differentiated instruction within the general education classroom.

If the student is found to be both eligible and in need of gifted programming a the Gifted Individualized Educational Plan (GIEP) Team will create a GIEP to address the student's unique learning needs.

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.

Elementary (Grades K-5)

The elementary Gifted Support Services are available to all students from Kindergarten to Grade Five. Each school is serviced by a teacher trained to provide academic assistance for students through collaboratively designed strategies with classroom teachers, parents/guardians, and the students themselves.

The initial emphasis of our program focuses on the Language Arts and Mathematics areas of the curriculum and is individualized to fit the specific needs of each child through his/her GIEP. Monitoring of our program and the need for accountability will be accomplished through the use of collaborative consultation, timelines, action plans, specific GIEPs (Gifted Individualized Educational Programs), portfolios (if prescribed), and trimester reports to parents. Evaluation of our program will be ongoing and specifically decided in a collaborative manner by the teachers, parents, and students involved with each GIEP.

The use of flexible grouping within classrooms and grade levels, as well as across grade levels, will be available for use with specific students. Gifted support teachers will always be available as consultants to our classroom teachers and parents as plans are made to meet the needs of each student.

Middle School (Grades 6-8)

Where the GIEP team has determined that it is individually appropriate for the student, based upon the student's individual strengths and needs, middle school students have the

opportunity to participate in gifted seminar. The course's focus is individualized self-discovery through the Challenge Based Learning approach supporting students areas of giftedness; an engaging multidisciplinary approach to teaching and learning. Students will work with peers, teachers, and experts in their community to solve real-world problems. In regular education classes, the curriculum is highly adaptable to Gifted learners. Where the GIEP team determines that it is individually appropriate, content-based enrichment activities and/or projects are available for every unit and can be provided pursuant to a student's GIEP. Many of these options are described within their GIEPs. Additionally, accelerated math classes are available (if eligible) to students in 7th and 8th grade.

Acceleration will be provided through a student's GIEP if it is not available to regular education students. Where accelerated classes are available to all students who meet the requirements, the classes will be provided through the student's regular education curriculum, not his/her GIEP, which may contain additional enrichment and/or programming.

High School (Grades 9-12)

Our high school uses a seminar approach to facilitate individual investigation into personal interests through Challenge Based Learning as applied to universal themes and the global community. This seminar is available for students whose GIEP teams have determined it would be an appropriate and beneficial Gifted programming option. As with all of the District's research-based, specially-designed Gifted program options, the seminar is highly individualized to meet the specific needs of the students. Students may work in collaboration or on their own under the guidance of the gifted support teacher and other community mentors with whom they are networked. Additional break-out centers and reflection blog work is part of this weighted course.

Additionally, students may be accelerated through participation in advanced level courses. Honors and Advanced Placement course are available in various disciplines. Students maybe also choose to work with school administration.

Developmental Services

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

Orientation/Transition	X	X	X	X
RTII/MTSS	X	X		
Wellness/Health Appraisal	X	X	X	X
Advisory Program			X	X
Educational Programming related to health and wellness (Growing Up Talk, Dangers of Energy Drinks)	X	X	X	X
Leader in Me program	X	X		

Explanation of developmental services:

Although students receive remediation and interventions at the secondary level, we do not have a formalized MTSS model. One challenge is staffing and a lack of interventionists.

Diagnostic, Intervention and Referral Services

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

Explanation of diagnostic, intervention and referral services:

Consultation and Coordination Services

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

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

Explanation of consultation and coordination services:

Elementary Level - Liaisons with local colleges/universities; SAP liaison, CFHC, and Pyramid.

Strengthening relationships...involving parents more in the Leader in Me program.
TEPs

Communication of Educational Opportunities

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

Communication of Student Health Needs

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

Frequency of Communication

Elementary Education - Primary Level

- Monthly

Elementary Education - Intermediate Level

- Monthly

Middle Level

- Monthly

High School Level

- Monthly

Collaboration for Interventions

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

Students Assistance Program (SAP)

All schools have SAP teams comprised of guidance counselors, administrators, school psychologists, and teachers. The teams have received SAP training, and they meet regularly to provide services to students and their families.

Behavioral, Counseling, and Psychological Support

The district employs two full-time school psychologists and two behavior interventionists to support the needs of students in the district.

Instructional Support Services

Students in grades K-5 benefit from two full-time Comprehensive Support Teachers (CST) and CST teams that assist and support students, parents and teachers in increasing student

achievement. The district is in the process of transitioning to a more formal RtII model for instructional and intervention support for students.

Child Study Teams

Child Study Teams exist at the elementary, middle and high school level. Members of the team include administrators, counselors, psychologists, department chairs/liaisons, specialists (elementary level), and nurses. The teams meet regularly to discuss student progress and determine root causes of student lack of academic or social success. These teams work to develop plans to support students and families based upon review and analysis of all available data.

Psychological Services

The district employs two full-time certified school psychologists. The school psychologist serves as a member of the multidisciplinary evaluation teams, and s/he conducts psychological testing as part of the evaluation process, when appropriate. The school psychologist is available to consult with staff and parents in planning appropriate strategies and interventions to meet the needs of children. Duties of the school psychologist include, but are not limited to the following: Test students to determine eligibility for special education; Test students to determine eligibility for gifted support services; Consult with teachers and parents to support student learning; Develop evaluation and re-evaluation reports; Participate in developing behavior plans to support student learning; Participate in manifestation determination hearings; Conduct student classroom observations; Provide individual student counseling and participate in student crisis intervention; Participate as a member of Child Study Teams. Maintain communication with outside agencies.

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

- 1) Child Care LVCC in building. Communicate in person and via email. Communicate with other area day cares that service elementary students.
- 2) After School Program - Homework club supervised by Truman teacher(s). Middle School After-School Program supervised by Middle School teachers. After School student clubs run by Western Salisbury PTA.

3) Collaboration with Lehigh Valley Workforce Investment Board, County-wide Career Pathways Program, and Career and Technical Education programs through Lehigh Career and Technical Institute.

4) Tutoring by parent request by Truman staff.

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.

1) The CLIU21 early intervention program is in communication with the school district in order to locate and identify children that are between the ages of 3 and 5 years of age. The student's team meets prior to transitioning into kindergarten to review existing data and determine if additional school age data is required to be collected.

2) There are no pre-kindergarten programs operated by the LEA. Community Services for Children offers Pre K Counts at Harry S Truman Elementary School. We conduct yearly transition meetings with the agency.

3) The school district and EI conduct transition meetings each February to share information. The students and parents participate in kindergarten orientation, parent meetings with staff, IEP and 504 meetings for students with special needs., Students participate in the kindergarten assessment.

Materials and Resources

Description of Materials and Resources

Elementary Education-Primary Level

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

student motivation, performance and educational needs	
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Provide explanation for processes used to ensure Accomplishment.

This narrative is empty.

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

This narrative is empty.

Elementary Education-Intermediate Level

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

Provide explanation for processes used to ensure Accomplishment.

This narrative is empty.

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

This narrative is empty.

Middle Level

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

Provide explanation for processes used to ensure Accomplishment.

This narrative is empty.

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

This narrative is empty.

High School Level

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

Provide explanation for processes used to ensure Accomplishment.

This narrative is empty.

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

This narrative is empty.

SAS Incorporation

Elementary Education-Primary Level

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

	classrooms
Economics	Implemented in 50% or more of district classrooms
Environment and Ecology	Implemented in 50% or more of district classrooms
Family and Consumer Sciences	Implemented in 50% or more of district classrooms
Geography	Implemented in 50% or more of district classrooms
Health, Safety and Physical Education	Implemented in 50% or more of district classrooms
History	Implemented in 50% or more of district classrooms
Science and Technology and Engineering Education	Implemented in 50% or more of district classrooms
Alternate Academic Content Standards for Math	Implemented in 50% or more of district classrooms
Alternate Academic Content Standards for Reading	Implemented in 50% or more of district classrooms
American School Counselor Association for Students	Implemented in 50% or more of district classrooms
Early Childhood Education: Infant-Toddler→Second Grade	Implemented in 50% or more of district classrooms
English Language Proficiency	Implemented in 50% or more of district classrooms
Interpersonal Skills	Implemented in 50% or more of

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

Further explanation for columns selected "

This narrative is empty.

Elementary Education-Intermediate Level

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

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

Further explanation for columns selected "

This narrative is empty.

Middle Level

Standards	Status
Arts and Humanities	Implemented in 50% or more of district classrooms

Career Education and Work	Implemented in 50% or more of district classrooms
Civics and Government	Implemented in 50% or more of district classrooms
PA Core Standards: English Language Arts	Implemented in 50% or more of district classrooms
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Implemented in 50% or more of district classrooms
PA Core Standards: Mathematics	Implemented in 50% or more of district classrooms
Economics	Implemented in 50% or more of district classrooms
Environment and Ecology	Implemented in 50% or more of district classrooms
Family and Consumer Sciences	Implemented in 50% or more of district classrooms
Geography	Implemented in 50% or more of district classrooms
Health, Safety and Physical Education	Implemented in 50% or more of district classrooms
History	Implemented in 50% or more of district classrooms
Science and Technology and Engineering Education	Implemented in 50% or more of district classrooms
Alternate Academic Content Standards for Math	Implemented in 50% or more of district

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

Further explanation for columns selected "

This narrative is empty.

High School Level

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

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

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

Further explanation for columns selected "

This narrative is empty.

Early Warning System

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

No, we are not interested in the PA EWS/IC for our district.

Professional Education

Characteristics

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

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

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

Professional Education/Development Options

The following opportunities for professional education/development shall be available to the district teaching and administrative staff. These options provide a variety of channels through which appropriate professional education/development can be delivered. The sessions are aligned to PDE and district initiatives. For example, teachers received instruction in Challenge-Based Learning and the SAMR framework as well as Webb's Depth of Knowledge. Each approved option shall relate to the participant's area of assignment and certification and shall address the approved Professional Education Plan goals. These opportunities will be provided during full day in-services, Act 80 days, and choice options.

- Salisbury Township School District courses and workshops
- Carbon Lehigh Intermediate Unit workshops and courses
- Other district's courses and workshops
- Pennsylvania Department of Education (PDE) courses, programs or workshops and SAS portal
- Professional organization conferences and workshops
- Building level, department or district-wide curriculum development and revision projects
- Collegiate studies
- In-service programs that comply with the professional development criteria
- Joint collaborative work by staff members at the building or district level designed to improve instructional practice and students achievement and connected to the district professional development plan

- Visitations to other schools
- Conference and meeting attendance per district procedures and guidelines
- Peer observation opportunities
- District Differentiated Supervision Plan
- District Teacher Induction Plan
- Teaching a district or school level workshop or course
- Participation in professional reading study groups for the purpose of improving instructional practice and student achievement
- District level Summer Academy
- Content Networking Sessions at CLIU 21 (for regular education and gifted teachers.)

Additionally, administrators will participate in monthly professional learning. These sessions will relate to building and district administrators' needs.

These varied offerings enhance content knowledge in diverse subject areas. They provide opportunities for teachers to learn how to proffer intervention and enrichment for students based on need - including underperforming and economically disadvantaged. Heavy emphasis is based on research and best practices. Teachers learn multiple formats for formative and summative assessments and how to use the data to inform practice. Educators are empowered to interact effectively with all stakeholders.

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

We will continue to refine our offerings for teachers and leaders to ensure all needs are met. Teachers would like us to specialize professional learning when possible and continue to offer opportunities to attend outside presentations.

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:
1/19/2015 All staff were trained in face-to-face training. Included bus drivers, coaches and all employees impacted by Act 126.

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:
3/10/2017 Provided 3 hour training

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:
1/18/2018

Strategies Ensuring Fidelity

Checked answers

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

Unchecked answers

None.

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

The district assesses teachers' needs through the results of the Summer Academy needs assessment, through staff development/course evaluations, through the new teacher induction needs assessment, by utilizing the Education Technology Profile Report, and by examining student achievement data. The District uses vetted providers, requests agendas, and requires staff evaluations. The District's Curriculum Revision process is being updated to better reflect personalized learning and the core learning beliefs. District walkthroughs, classroom observations, monthly department chair meetings, and weekly discussions during team meetings are used to provide ongoing monitoring. School Performance Profiles, student assessment data, and parent/teacher/student surveys are used to evaluate the effectiveness of our district's professional education. We need to ensure teachers are prepared to teach diverse students - including historically underperforming and low income.

Title IIA Funds are expended on professional learning opportunities including conferences and CLIU 21 professional learning opportunities. Vision for the school year is communicated through Opening Convocation and building faculty meetings at the beginning of the academic year. Feedback is collected.

We use a Differentiated Supervision Model. After successful completion of the requirements of [Focus Assistance](#), staff members progress to the [Clinical Supervision](#) mode until they request and are granted permission by the supervisor to select either [Peer Coaching](#) or [Self-Directed](#). For example, after three years in [Peer Coaching](#) and/or [Self-Directed](#), the staff member must complete a minimum of one year in [Clinical Supervision](#).

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

Clear expectations in terms of teacher practice are identified for staff implementation. As a 1:1 District, teachers have learned how to effectively integrate instructional technology and provide instructional activities/assessments at higher levels of Webb's Depth of Knowledge. Building leaders are setting expectations for teachers. Because of the variety and on-going choices, it is impossible for administrators to attend all workshops. Many sessions are offered during the school day, and administrators may be unavailable due to other issues. Administrators will increase participation in professional development sessions targeted for their faculties. Additionally building leaders will conduct professional development sessions for their teachers.

Induction Program

Checked answers

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

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

Unchecked answers

None.

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

The following events will occur to document a new employee's successful participation in and satisfactory completion of the Induction Program:

1. Completion of the pre- and post- self-needs assessment surveys. This allows the District to design and assess learning opportunities related to District instructional practices and initiatives, state initiatives, and management. It also ensures inductees have strong understanding of the district and building policies and procedures.
2. Mid-year and end-of-year evaluation reports completed in conjunction with the mentor teacher, building administrator, and assistant superintendent. These assessments allow for on-going reflection and modification.
3. Completion of an activity log documenting topics and reflections for professional discussion and growth.
4. Review of Induction Plan completion report with the building principal and/or supervisor with final review by the Assistant Superintendent and Superintendent.

Each participant in the Induction Program will receive a letter and certificate of completion upon successful completion of all components of the Induction Plan. Copies of this documentation will be maintained in the employee's file and a copy will be issued to the new employee.

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

The District will continue to implement these strategies, reflect on its practice, and modify as needed.

Needs of Inductees

Checked answers

- Frequent observations of inductee instructional practice by a coach or mentor to identify needs.
- Frequent observations of inductee instructional practice by supervisor to identify needs.
- Regular meetings with mentors or coaches to reflect upon instructional practice to identify needs.
- Student PSSA data.
- Standardized student assessment data other than the PSSA.
- Classroom assessment data (Formative & Summative).
- Review of inductee lesson plans.
- Review of written reports summarizing instructional activity.
- Knowledge of successful research-based instructional models.
- Information collected from previous induction programs (e.g., program evaluations and second-year teacher interviews).
- During our initial face-to-face inductee session, we complete a Needs Assessment.

Unchecked answers

- Inductee survey (local, intermediate units and national level).
- Submission of inductee portfolio.

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

Director of Teaching and Learning scheduled spring check in meetings with each inductee. Inductees meet with their induction team (mentor, mentee, building administrator) regularly to reflect on instructional practice, gather and analyze classroom and state student data, develop additional learning opportunities, and discuss peer classroom visits. The building administrator formally and informally observes the mentee's classroom.

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

The District does not require an intermediate unit or national survey. Inductees do not submit a portfolio, but do submit multiple required items electronically.

In addition to a face-to-face meeting in which inductees identify needs, inductees submit:

1. Completion of the pre- and post- self-needs assessment surveys.
2. Mid-year and end-of-year evaluation reports completed in conjunction with the mentor teacher, building administrator, and assistant superintendent.
3. Completion of an activity log documenting topics and reflections for professional discussion and growth.
4. Review of Induction Plan completion report with the building principal and/or supervisor with final review by the Assistant Superintendent and Superintendent.

Mentor Characteristics

Checked answers

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

Unchecked answers

None.

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

The Salisbury Township School District believes that a mentor teacher and a mentor team can provide substantial support for a new employee in the areas of classroom organization and management, planning and preparation of instruction, teaching strategies and competencies, and understanding of district policies and procedures. All new employees will have a mentor who is considered to be highly competent and knowledgeable in their field. Mentors will be selected by the building principal or supervisor for each new employee. The District believes the following criteria are important when selecting a mentor:

- A deep commitment to continuous professional learning and growth;

- A dedication to the teaching profession;
- A commitment and an interest in supporting beginning teachers' careers;
- A commitment to coaching;
- A proven demonstration of expertise as an effective teacher in the classroom;
- A demonstrated appreciation and respect for various teaching styles;
- The ability to work with other teachers and staff members;
- The commitment to engage in educational research;
- A sound knowledge of current literature related to the educational field;
- A knowledge of and commitment to subject matter;
- An enthusiasm for teaching and the ability to effectively communicate subject matter to students;
- A belief in all students' ability to succeed;
- A commitment to setting high expectations for all students;
- The ability to differentiate instruction based on student needs;
- A competence to teach to various student ability levels;
- A willingness to provide extra help to students, when needed;
- A demonstration of success in fostering quality student performance at all levels;
- The ability to provide positive and constructive feedback in a respectful manner;
- The ability to be flexible;
- The ability to suspend judgment;
- The ability and willingness to share one's own experiences, ideas, successes and failures;
- The ability to take risks in implementing new, research-based instructional practices;
- The willingness to engage in peer observations for the purpose of learning collaboratively and collegially;
- The ability to develop and to maintain trusting relationships with colleagues;
- The ability to prioritize needs and to set realistic expectations for beginning teachers; and
- The ability to develop self-confidence in others by encouraging independence, reflection and self-analysis.

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

All characteristics are selected. Building and district administrators collaborate to choose the most appropriate and effective mentors.

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

If necessary, provide further explanation.

Induction is personalized to the employees' needs, based on knowledge, skills, and experience. Below is a sample timeline.

Pre-employment Meetings:

- Job Description
- Benefits/Payroll
- Contractual Obligations

General Orientations (August)

- Organization of District
- Overview of Community
- Introduction of District Personnel
- District Communication and Information Management Systems
- Building Security & Employee Access
- District Calendar

- Professional Code of Conduct
- Faculty Handbook
- Parent/Student Handbook
- Substitute Handbook
- Tour of School Building(s)
- Differentiated Supervision Plan
- Student Attendance and Grading Software

Training and Mentoring Sessions (September - November)

- Certification and Tenure Requirements
- Budgeting
- Strategic Plan - District Mission, Vision, Shared Beliefs and Goals
- Federal and State Regulations and Programs - IDEA, NCLB, and Act 48
- Emergency Procedures
- PA Academic Standards and Assessment Anchors
- Curriculum Documents
- Professional Organizations, Resources, and Websites
- Classroom Management and Organization
- Assessment and Grading Guidelines/Data Decision-Making
- Library Services
- Pupil Services
- Discipline Policy
- Confidentiality
- Field Trips
- Parent Communication

Training and Mentoring Sessions (December - May)

- Student Assistance Program
- Instructional Support Program
- Guidance and Psychological Services

- Nursing and Wellness Programs
- Community Agencies and Resources
- Special Education, Gifted Support, ESL, and Remediation Services
- Individual Professional Development Goals
- District Training - Academic and Information Literacies & Technology Integration

Monitoring and Evaluating the Induction Program

Identify the procedures for monitoring and evaluating the Induction program.

The following procedures will be utilized for monitoring and evaluating the Teacher Induction Program for all new teachers to ensure the successful transition to the district and effective teaching performance:

- Mentor teachers are required to meet formally as needed with inductees during September through November. Meetings are to be documented on the Induction Activity Log by the inductee and mentor teacher. The inductee will complete an initial needs assessment to be shared with the mentor teacher at the beginning of this time frame to identify needed areas of support. Specific topics to be addressed are indicated in the Induction Plan as well as any topics identified by the needs assessment.
- Mentor teachers are required to meet formally with the inductees as needed between December and May. At the conclusion of the sessions, the inductee will complete the post needs assessment to be shared with the mentor teacher and building administrator.
- The building administrator will meet formally with the inductees at least twice between September and November and every other month between December and May beyond the meetings required by the district's Differentiated Supervision Plan.
- The building induction team, consisting of building principal, mentor teacher and inductee, will meet at the end of each quarter to determine needed areas of support.
- The inductee will maintain an on-going Induction Activity Log to be signed by the mentor teacher as meetings occur. The Activity Log will be reviewed by the building administrator during required formal meetings with the inductee.
- The inductee will coordinate with the building principal a minimum of four peer observations to be completed by the end of the third quarter.
- The building administrator will follow the requirements of the district's Differentiated Supervision Plan with three annual meetings for establishing and monitoring professional development goals and (6) scheduled observations using the clinical supervision model.
- The building administrator will evaluate the inductee annually using the PDE evaluation form.

- The Teacher Induction Plan will be evaluated annually in order to review the effectiveness of the program and to make changes as necessary. Feedback from new teachers and mentors is solicited.

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: **343**

Identification Method

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

The Salisbury Township School District (STSD) follows state and federal regulations in regard to assessing and identifying students with a disability and being in need of specially designed instruction for the 13 school aged exceptionalities within Pennsylvania. STSD recognizes that identification of students with learning disabilities is a multi-step task. Our teachers work in grade level teams along with guidance and specialists to analyze district data for all students including but not limited to STAR, Scholastic Reading Inventories, Fountas and Pinnell Benchmark Assessment System, Foundations, Dibels NEXT! benchmark results, Study Island Benchmark results, grade level writing prompt rubric

scores, StoryTown and other core reading lexile scores and unit assessments, Read 180 data, pre-algebra and algebra readiness screens, PSSA and Keystone performance indicators, E-metric and PVAAS growth models, report card indicators, and/or other pertinent anecdotal information. This review process may raise flags regarding a student's performance, which would trigger a Student Success Team (SST) or Child Study Team (CST) to meet, plan tier 2 interventions in reading, math, or behavior to meet regularly to review progress. While a parent, guardian, or a member of the student's educational team can request an evaluation for Special Education services under Chapter 14; typically, referrals are made through the SST or CST.

Teachers collect specific information about student performance and confer with the SST or CST to develop strategies for implementation in the classroom. A team of professionals provides targeted interventions and monitors the student's response to interventions through the Multi-Tier System of Support (MTSS) model in Reading and Math at the elementary level. The elementary level teams are also able to address behavior through Tier 1 of the School Wide Positive Behavior Support (SWPBS). The benefits of the services are monitored and, if the student makes sufficient progress with these services, he or she continues with general education instruction. If difficulties persist, the team may refer the case for a special education evaluation. The intervention data becomes part of the Multidisciplinary Evaluation (MDE).

Once a referral is received and written consent from the student's parent, guardian, or caregiver, the school psychologist coordinates and oversees the MDE process by conducting a formal evaluation of the student under Chapter 14. In the case of a suspected learning disability, the evaluation may include assessments of intellectual potential, academic achievement, emotional and social functioning, hearing and vision, speech and language, and performance in the classroom including behavioral observations. For classification as a student with a specific learning disability, the team will need to conclude: (A) documentation of severe under-achievement or a severe gap between cognitive ability and academic achievement in addition to processing and working memory difficulties and (B) documentation that the condition occurs in a variety of settings and it is not the result of other factors such as health issues, socioeconomic status, lack of instruction, or limited English proficiency or cultural factors. The documentation must come from a variety of sources that include but are not limited to: cumulative record reviews, class work samples, anecdotal teacher records, input from other professionals, formal and informal tests, curriculum-based evaluations, and other instructional support program results.

Upon completion of the Multidisciplinary Evaluation (MDE), special education supports and services are recommended if the team determines that the student meets the two prong criteria: (1) has a school-age disability and (2) will be unable to obtain meaningful educational benefit without specially designed instruction.

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>

When looking at disproportionality that compares STSD and the state levels, STSD is slightly higher in students being identified with an Other Health Impairment, Specific Learning Disability, and Speech or Language Impairment. For Other Health Impairments, the state average is 14.9% while STSD is at 16.9%. This higher percentage is indicative of students having an underlying medical condition that impedes the student's academic or behavioral performance within the school setting. This could include ADHD, anxiety, or depression. In the area of Specific Learning Disability, the state average is 41.8% while STSD is 46.6%. As students are moving into the district, we've noticed that students oftentimes either already have an IEP or have difficulties when transitioning from another district to STSD with the academics. When these students are evaluated it is often found that they have a learning disability. The category of Speech or Language Impairment consists of 14.7% at the state level and 15.7% at STSD. These areas are being considered as we take on a more proactive role through the MTSS approach for Reading and Math and the SWPBS for behavior to develop more effective interventions for students with these deficits.

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?

Group Homes:

Community Options, Northwestern Human Services, and Step-by-Step: For students who enter either of the group homes, file reviews are conducted collaboratively with the program caseworker or supervisor. While records requests are being filed, placements are procured for transfer students in accordance with the most recent IEP within 5 school days. A NOREP is issued to parents/guardians to accept the IEP and recognize Salisbury Township School District as the new LEA. IEP meetings are typically scheduled on the day the student begins school unless all parties agree to a minor revision and later full-team meeting. Review meetings are scheduled to oversee the success of the student's transition to the new school.

In some cases, students who had initially been placed in center-based programs per their transfer IEPs exhibit behaviors that warrant planning a transition back to the neighborhood

school's special education program. In these instances, unique transition plans are created and implemented to help students step down successfully to the regular school in careful, structured increments. Occasionally, re-evaluations are in order and IEPs need more than minor revision. In these cases, substantive collaborative IEP meetings are held with agency and parent/guardian representation. The District maintains contact and shares progress with both adult caretakers at the group home and biological parents/ legal guardians to ensure that all stakeholders are well informed to be active team participants. Additionally, teaming is used as a collaborative process to involve students in all extra-curricular activities. These meetings may involve transportation arrangements, additional adult supervisor for previous offenders, safety plans with coaches, or other modifications to support these students beyond the school day.

KidsPeace Private Residential Rehabilitative Institution (PRRI) and Residential Treatment Facility: Salisbury Township School District and Parkland School District contract for KidsPeace LEA duties cooperatively and with an annual agreement. Because KidsPeace was once entirely on STSD soil, we had become the overseeing LEA for Act 30 and host/ medical necessity placements. Over time, KidsPeace expanded into Parkland. Salisbury continues to represent all students and makes formal recommendations to the Parkland LEA for programming. Our inter-district agreement includes procedures for reviewing past school documentation, psychological and psychiatric reports, and safety/ crisis recommendations. This information is collated and shared with the IEP team in order to assist in appropriate placement recommendations.

For students placed at any of the KidsPeace schools by agency or court order, IEP meetings are scheduled within 4-6 weeks so as to allow the student to stabilize dangerous behaviors, gather baseline, and allow the team to make appropriate program decisions based on data. Once the diagnostic/ hospital program releases students to school programs, a Salisbury LEA oversees and participates in IEP development. Parkland is apprised early on should a student potentially require a program in the public school setting off-site from KidsPeace grounds. In this event, Parkland, KidsPeace, and Salisbury collaborate on transition to a less-restrictive placement. Salisbury provides educational training to supervisors, including information on PDE initiatives, changes to IDEA/Chapter 14, PSSA/Keystones & common core standards, Indicator 13/Effective Practices, and other instructional resources.

Because parents/guardians are typically residing in other counties across PA, IEP meetings are conducted frequently by telephone conference or in absence of parental/guardian involvement. With the assistance of IU21, surrogates stand in as educational decision-makers when appropriate. Representatives from the school districts of residence are invited to participate and often do so, to ensure a smooth transition for students when students are ready to step down and return home. Occasionally a student's IEP calls for a service from the Intermediate unit, such as occupational therapy or physical therapy. Referrals are made quickly to provide a seamless provision of service. Although rare, some student's intensity of behavior is so minimal in the school setting that the KidsPeace school

options do not represent the least restrictive environment. In these cases, Salisbury facilitates the transfer of these students to more appropriate public school settings, including the neighborhood school, the local vocational school, or IU consortium classes.

To date, the working relationship between Salisbury and its agency neighbors have been phenomenal. The most common obstacles had been communication with agency staff outside our county and maintaining timelines due to slow-arriving school records. To resolve this, we have collaboratively established procedures and responsibilities that protect the educational rights of the client first. When problems have risen, inter-agency meetings are called to meet face-to-face, to create a shared understanding of each other's roles and objectives, and to resolve any potential issues. We are fortunate to have responsive and responsible professionals who bring both good intention and integrity to the table in the name of making life better for children in need.

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).

There are no such facilities within Salisbury Township's borders. If there were, we would work with CLIU 21 to arrange for educational services as deemed most appropriate per the student's IEP.

Least Restrictive Environment

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

All students are members of the general education classroom. Their strengths, abilities, and needs are considered with each IEP goal developed by the team. Special education teachers facilitate the consideration of alternate environments when necessary to maintain the student's dignity and to support the student's learning. We are committed to educating students in the most responsible least restrictive environment to the maximum extent appropriate for each child. The removal of students from the regular education environment occurs only when the education in that setting with supplementary aids and services cannot be satisfactorily achieved. All students, to some agreed-upon extent, receive educational experiences with their non-disabled peers as determined by their IEP teams.

Salisbury Township School District continues to investigate means by which special education services can be brought to students in the settings that best meet their needs. LRE continues to be an individual decision based on the unique present educational profile, needs, and learning characteristics of the individual student at hand. Possibilities for innovative programming, collaborating, and scheduling are examined on an on-going basis by teachers and administrators alike. Annual review of district LRE data, state averages, and successful practices across the state are shared with administrators and staff for continual improvement. The state list of exemplar supplementary aids and services are considered when developing curriculum, consistent with universal design and differentiated instruction.

The special education department continues to be a driving force in our district's commitment to cutting edge teaching and learning practices that utilize digital tools, transformational lesson planning, and a focus on the 21st century qualities our learners must have to produce in a rapidly evolving future. We are a 1:1 district where students in kindergarten and first grade have iPads. Students in grades two through twelve have MacBook Pros. This allows for individualized programs and assistive tools to students privately and in all classes. The laptop crosses settings with each student, so accessibility features can change as demands change with each class. The special education teachers use these features to assist with organization, collaboration, time management, text-to-speech and speech-to-text options, magnification, test accommodations, access to instructional-level resources, and so many other creative supports that allow students to be successful. Our special education teachers are leaders in the field of responsible and innovative use of technology in the classroom for student learning anywhere.

Co-Teaching is a valued practice in our secondary programs that supports best practices across general education environments. With Common Core in mind, IEP teams work to examine a spectrum of core class options where standards-based IEP goals can best be taught and supported. Our teachers have served as models for other districts developing co-teaching partnerships.

The use of highly qualified instructional assistants across environments has expanded to allow for greater and more successful access to the general education curriculum in the most natural setting. For students who don't require daily specially designed instruction in

class, our instructional assistants offer in-class, real-time clarification, system of least prompts hierarchy, 1:1 reteaching, data collection, ecological assessment for independence, test accommodations, and other modifications under the direction of special education teachers. Training opportunities for aides often arises out of new challenges to help students remain successful in the general education setting. Also, staff is provided with an opportunity to share training needs for the upcoming school year.

In addition to best instructional practices, related services are often delivered across settings. From observation to direct instruction, therapists consider the tasks required of the students and the most dignified settings for such practice.

Special education teachers work alongside other specialists across settings in the district. The district has two full-time psychologists, three and a half reading specialists, and two full time comprehensive support teachers to provide services across our district. These staff members bring best practice lesson design to the forefront through collaborative planning and modeling. This includes differentiation, use of SAS tools, and flexible instructional grouping for students with diverse needs. Support services are available through MTSS approach in Reading and Math through the Comprehensive Support Teacher (CST) for at risk students in grades K-5 in the regular classroom. Other strategies / services might include: use of adult volunteers, cross-age tutors, partnerships with area colleges, and flexible grouping.

Currently, we also contract for services in the following areas: speech and language therapy, physical therapy, occupational therapy, vision services, orientation and mobility services, audiological services, and travel training. These contracted services allow the students to remain in the regular education environment to the maximum extent appropriate. We offer a continuum of services in conjunction with the Carbon Lehigh Intermediate Unit and neighboring school districts. If a student is placed in a neighboring district, we continue to serve as the LEA and as an advocate for the student's integration in the regular education environment in the prospective building.

Our special education staff works closely with the consultative resources and TAC support offered through CLIU 21 and PATTAN. In the last three years, the collaborative relationship has helped improve our practices in math, reading, co-teaching, behavior support, autism support, training highly qualified paraprofessionals, transition, parent/guardian out-reach, and assistive technology.

Data review: 80% or more in general education settings

2016-17: district average 55.4% (state average 62.4%)

2015-16: district average 58.2% (state average 61.8%) SPP target 63.1%

2014-15: district average 56.2% (state average 62%) SPP target 62.6%

We continue to fall near the state average. Our trend has increased slightly toward more pullout classes. This is attributed to an increase of alternate curriculum for students with difficulty meeting PA standards for PSSA/ Keystone. Student needs are at the forefront in determining appropriate programming for each individual child. Programs such as Read 180 require a double block for intensive, systematic direct instruction over a sustained duration to reach effectiveness gains. Additionally, our high school provides block scheduling. Because of the PA cut-offs at 21%, any student with 2 periods of direct instruction (25% of the time in special education) is automatically moved into a more restrictive category. Along with the state average, we did not achieve the SPP target. In moving forward, we will be examining the scheduling of study/ organization classes in general education settings. Additionally, pullout resource room periods will be assigned less often with an "as-needed" open door policy so as to improve access to the general education settings at the secondary level. Our co-teaching model has also grown at the middle school level.

Less than 40% of the time in general education settings

2016-17: district average 6.8% (state average 9%)

2015-16: district average 7.6% (state average 9.5%) SPP target 8.5%

2014-15: district average 5.5% (state average 9.5%) SPP target 8.7%

Across years, the district has improved the percentage of students in more restrictive programs by delineating careful plans to include students in creative and innovative ways. This includes student placed in IU classrooms across the Lehigh Valley. STSD currently has 37 students placed in IU operated classes. As the LEA attending the IEP meetings, we are sure to see that these students are educated in the least restrictive environment based on each student's individual needs. The IEP team reviews the appropriateness of the setting and considers a return to district programming at least annually.

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

The Salisbury Township School District has policies in the following areas:

Discipline of Students with Disabilities #2.2.7

Discipline of Students with Disabilities- Behavior Support #2.2.7.1

Student Discipline #2.2

Suspension and Expulsion #2.9

Students and Law Enforcement Agencies #2.3.5

Our policies reflect the positive spirit of support for students with an instructional and reflective approach to shaping prosocial behaviors. In compliance with non-discriminatory practices, students are afforded IEP team efforts to identify patterns for effective intervention and manifestation determination proceedings when change in placement becomes a possibility. Parent/guardian input is highly valued and encouraged through these processes, as working together brings about the best results for students.

Our district is committed to managing crisis behavior responsively and effectively. We have a trainer-of-trainers current in certification to bring CPI professional development for all special education teachers and PCAs who work with challenging children. Additionally, our bus staff (drivers and attendants), that work with students with special needs, have CPI training so they are prepared to de-escalate students if/when needed. Teachers and staff have the opportunity to become CPI certificated each summer. Instructional assistants access annual training sessions on antecedent behavioral techniques, data collection, and effective techniques specific to autism.

Each building conducts its own program for leveled incentive acknowledgement, and discipline systems. The elementary buildings are in the first year of the School Wide Positive Behavior Support (SWPBS) cohort developing a Tier 1 level of support building wide. Next school year, Tier 2 will be developed and implemented and then during 2019-2020 school year, Tier 3 will be developed and implemented. Programs and contingencies are outlined in building handbooks, on the schools' websites, and in parent/guardian information packets welcoming them to the new school year.

- The elementary schools use Leader In Me as a school-wide initiative to promote effective habits of highly effective students adapted from the work of Stephen Covey. All elementary teachers, administrators, and instructional assistants have been trained and attend follow-up support sessions to maintain positive momentum. School team subcommittees work to address weekly positive habits in all students with weekly assemblies, reward events, and character club.
- Additionally, CST intervenes when students require more support. Staff develop action plans to help provide intensified behavioral support and assign unique rewards and consequences across tiers of need for individual students.
- Our special education teachers at each building function within those parameters to create individual support for students with behavioral needs. Our goal is to have developed in each building, a uniform set of antecedent measures and approaches to teaching alternative skills before the application of discipline.

- Our secondary schools follow the board-approved code of discipline. However, each building has numerous positive character-shaping programs in place to address social responsibility in school and on-line.
- Our middle school has a plethora of programs to promote pro-social behavior and positive character traits:
- The Center for Humanistic Change comes in to discuss healthy relationships and peer interactions.
- An Advisory Program is conducted at least once a week in order to develop positive relationships between all students and teachers. Small groups are run across a variety of topics and activities including bullying diversity positive character traits et cetera.
- Group/individual counseling and social skills instruction is offered for those students in need by the school counselor, social worker, and behavior interventionists. Behavior plans continue to be created on an individual basis for students requiring Tier 2 support. The guidance department manages and follows up weekly in teacher team meetings.
- The Interact Club does a remarkable job of fund-raising for local charities, sending the message to give back to the community. Last year, the Salisbury Middle School was acknowledged as a top donator for childhood cancer at Lehigh Valley Hospital Center. They have also raised significant funds for The Race for Adam foundation.

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 Salisbury Township School District is successful in ensuring a free and appropriate education (FAPE) for all disability categories. Following our Facilities Plan through CLIU #21, we have access to a range of special education programs and services when our in-district programs are not appropriate to meet the needs of children in their neighborhood schools. Also, we utilize the Inter-agency Coordinator at the Carbon Lehigh Intermediate Unit #21 (CLIU 21) to facilitate the process of inter-agency coordination (i.e., arranging an inter-agency meeting, Child and Adolescent Service System Program or CASSP meeting).

We also use this coordinator to provide staff training on accessing programs and services as needed. We can also use the Inter-agency Coordinator through PATTAN when we have to go beyond local considerations. STSD also has its own Social Worker to assist with interagency meetings or with help to place students.

As part of transition planning, individual early intervention transition meetings are coordinated between the CLIU (MAWA) and our district on an annual basis in February. Our district also participates in the local Transition Council through the IU. Regular meetings are held throughout the year to plan local transition efforts and to connect students with special needs to resources in the community.

For older students, as part of transition planning or as determined by the IEP team, the agencies involved with a student are contacted for participation in team meetings. These agencies may include but are not limited to: the Office of Children and Youth, Lehigh County Juvenile probation, Office of Disabled Persons (ODP), Intellectual Disabilities Services, Lehigh County Mental Health, Center for Independent Living (CIL), Office of Vocational Rehabilitation (OVR), and other agency linkages identified by the IEP team. We will continue to follow the local established procedures to secure inter-agency cooperation as we explore service delivery options for students with disabilities. We work with parents/guardians to secure relationships with community agency and adult service providers. We will continue to be active in local ongoing efforts to facilitate inter-agency cooperation i.e., participation in the local Transition Council and participation in local Special Education District Contact meetings. As a district, we work through the CLIU and our interagency coordinator to facilitate the coordination/access of available funds/resources. When appropriate, STSD will contact the Lehigh County CASSP coordinator to assist with all parties and agencies.

The district collaborates with outside agencies that provide services to students in the home as a collaborative venture, such as wrap-around services. The district works closely with those that provide direct care, behavior support, family support, and manage cases for students who receive special education in the district. In addition, the district employs a full-time social worker that works with various hospitalization, partial hospitalization, residential treatment facilities and other service agencies as per student need to maintain communication and streamline the service delivery and transition process. This service is not only provided to place students appropriately, but also to track and provide support students when they return from placement. Specifically, the district is actively involved aftercare in the discharge and reduction of services planning for students receiving services from other agencies.

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.

As part of the planning process, the Special Education Plan committee consisted of district teachers, support staff, administrators, parents/guardians, and community members. Focus group sessions were held for teachers, support staff, administrators, parents/guardians, and community members to discuss the continuum of special education services along with professional development and training needs for our teachers, instructional assistants, and parents/guardians. Staff and parents/guardians also had the opportunity to participate in an online survey identifying strengths and highlights of the district's special education services and programs. The following areas were noted through focus groups and surveys:

1. Our positive relationships between faculty and families help foster inclusive and coordinated programs for our special needs students. We individualize effective behavioral supports and program options for students.
2. Because we are an intimate community, our programs are reflective of our shared value for positive, collaborative relationships and of our commitment to the education of the whole child. Developing successful relationships is first and foremost in working with families to provide services for students with special needs.
3. The special education department offers varied and relevant professional development opportunities for paraprofessionals, administrators, general education teachers, and special education teachers. Salisbury Township School District also accesses the Carbon Lehigh Intermediate Unit (CLIU) Training and Consultative (TAC) staff and PATTAN staff to provide specific support for initiatives and district goals. District paraprofessionals are highly qualified. We offer CLIU programs, PATTAN sessions, PDE online courses, district programs, and building-level trainings.
4. Our special education department offers parent/guardian trainings throughout the course of the school year. These trainings have focused on: Twitter & Social Media, Secondary Transition, Writing Workshop, Positive Behavior Support, and Inclusive Practices to name a few.
5. Our middle school and high school staff has a coordinated set of activities to assist students along their path to post-high school with various activities the Career and Readiness Benchmarks. Mentoring students in self-advocacy and reflective practices with supportive feedback assists in the shift to independence.
6. A Transition Learning Support class at the high school offers students direct instruction in reading and math plus skills necessary for employment and independent living.
7. The high school also offers a class titled Personal Health and Safety to focus on functional health and safety skills that our students will need in the home and community environment.
8. Our Study/Organization class readies students for rigorous, independent habits of mind necessary for college. These periods are offered at the middle and high school levels to assist students with IEPs in the areas of work completion, organization, prioritizing work and assignments.

9. We also offer a variety of community-based experiences related to pre-vocational skills, vocational skills, independent travel skills, and accessing community resources. Transition programming also includes local four-year community college information and self-advocacy training sessions.
10. Parents/guardians are provided annual resource folders beginning in 8th grade to ensure their understanding and involvement in their child's secondary progression to adulthood.
11. For district students with vocational goals, we are fortunate to contract with Lehigh Career and Technical Institute (LCTI) to provide career-training opportunities to students in over 40 vocational skill areas. LCTI offers numerous enrollment options for students including full day programs through the Career Academy Program and Academic Center and half day options including the Service Occupations Program for students with more significant disabilities.
12. Our district contracts with the Carbon Lehigh Intermediate Unit (CLIU) #21 and other local school districts for specific special education services. This contractual agreement enables us to provide the full continuum of services, in the least restrictive environment. This option allows a small district more flexibility and creative programming for students with a variety of needs.
13. The CLIU also offers opportunities for students to participate in work based learning with the support of job coaching and to participate in community based instruction across the county.
14. Implementation of the Student Assistance Program (SAP) across all buildings as a process to mobilize school and community resources to remove barriers to learning, such as drug use and mental health issues.
15. Implementation of a Multi-Tiered System of Supports (MTSS) for Reading and Math at the elementary level. Both buildings are participating in the Math cohort through PaTTAN.
16. With being a member of the MTSS math cohort and SWPBS cohort at the state level; models, research based practices, annual public notification, and procedures, STSD is constantly monitoring and improving on current Child Find procedures.
17. Participation and implementation of the School Wide Positive Behavior Support (SWPBS) through the CLIU 21 cohort.
18. STSD adopted Foundations at the kindergarten and first grade levels for the 2017-2018 school year. This is also being utilized with our primary aged students with IEPs.
19. Unique Learning Systems has been implemented in the Transitional Learning Support class for the 2017-2018 school year in addition to the direct instruction programs in reading and math.
20. As a state focuses on transition from post high to school into the community, STSD also focuses on building level transitions. Students entering a new building at kindergarten, sixth, and ninth grades the first day of school is only for students in those grade levels. Students identified with difficulties in the area of transition are also afforded the opportunity to come in to tour the buildings prior to the first day of school to make the transition smoother.
21. Increased training opportunities for teachers and instructional assistants. Special

Education teachers meet at least monthly to provide support, professional development in areas related to the district, state, and federal policies and procedures. During the school year, instructional assistants have had the opportunity to attend trainings and workshops after school to include: Strategies for Managing Student Behavior, Effective Data Collection, and Positive Team Communication and Collaboration. Summer training workshops have also been offered for teachers and instructional assistants in the areas of: Disability Awareness, Strategies and Interventions, Understanding the IEP, Inclusive Practices, and Positive Behavior Support to name a few.

22. General and special education teachers alike believe that all students learn best in an environment that teaches and expects respect for all human differences. Much of our collaboration in special education involves a coordination of efforts to maximize inclusive practices while ensuring a free and appropriate education. All students are academically challenged, inspired to grow socially and emotionally, and encouraged to develop a healthy lifestyle. Salisbury Township School District supports the inclusion of all of its students in the general education environment, classroom, academic, and extracurricular activities to the extent determined appropriate by each Individualized Education Program (IEP) team.

23. We practice responsible inclusion with opportunities for students to receive team teaching by Special Education and General Education Teachers at the high school level in English, Math, Science, and Social Studies courses. At the middle school level, students can be provided instruction in a co-taught math class with support being provided in the general education science and social studies classes. At the elementary level, students are included with support, at targeted grade levels for Writing Workshop. Elementary level students are also included for content classes.

24. Co-teaching is part of our collaborative school culture and continues to be investigated for expansion. General and special education teachers believe that the needs of many students can best be met with this classroom option. Accommodations are made willingly based on student needs and are readily accessible as needs change. Students are integrated into the general education curriculum to the fullest extent possible in accordance with the careful decision-making of each IEP team. Our co-teaching endeavors ensure that special education students will always be taught by teachers who meet the highly qualified teacher requirements.

25. We strive to provide all students with an education that is challenging and rewarding. Students with disabilities in the district are considered an integral part of the total diverse student population and the district's commitment to provide excellence in education is directed toward students with disabilities to the same degree as non-disabled students. Opportunities are provided to all students with disabilities in order for them to achieve in accordance with their own goals: the ultimate being to equip them with the skills necessary for personal, academic, and social success needed for independent, productive living. To that end, our programming includes opportunities and experiences that are creative, varied, and meaningful.

26. Teachers and staff truly care about the students. They want to do what's in the best interest of the students. We are "very inclusive".

27. Working as a team, ongoing communication.

28. Instructional Assistants are truly valued at the building and district levels.
29. Parent/Guardian involvement in conferences at the elementary level.
30. Teacher to student ratio.
31. Student monitoring.
32. Staying within compliance with state and federal regulations.
33. Resources- Social Worker, counselors in every building, SAP teams, CST teams, and MTSS teams.
34. Consistent leadership in the Special Education Department.
35. Our commitment drives excellence in behavioral and academic programming, professional development, and empirical practices.
36. Great employees.
37. Very flexible teachers.
38. Willing to listen.
39. "My voice is always heard."
40. Learning support teachers support within the general education classroom.
41. Parents/Guardians advocate for their child and work as a good team.

Our inclusive philosophy, value for collaborative relationships, and careful coordination of services helps to keep Salisbury Township School District special programs focused on the truly unique needs of each unique child.

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
Northwestern Human Services Boys Adolescent Group Home	Nonresident	Students are educated through district program options including CLIU programs and services.	0
Step-by-Step Adult Group home	Nonresident	Salisbury Township School District provides educational programming and services to eligible students 18-21. Programs include CLIU placements.	0
Community Options	Nonresident	Students are educated through district program options including CLIU programs and services.	1
KidsPeace	Nonresident	KidsPeace is a residential facility that STSD acts as the LEA for.	0

Least Restrictive Environment Facilities

Facility Name	Type of Facility	Type of Service	Number of Students Placed
Community Service Foundations Buxmont Academy	Other	Emotional Support	1
Lehigh Learning Achievement School	Special Education Centers	Emotional Support	6
Catasauqua High School	Neighboring School Districts	Multiple Disabilities Support	1
Catasauqua Middle School	Neighboring School Districts	Multiple Disabilities Support	2
Emmaus High School	Neighboring School Districts	Life Skills Support	2
Lehigh County Technical Institute	Other	Learning Support	34
Lower Macungie Middle School	Neighboring School Districts	Life Skills Support	2
Southern Lehigh High School	Neighboring School Districts	Emotional Support Partial Hospitalization Program	2
Weisenberg Elementary School	Neighboring School Districts	Multiple Disabilities Support	2
Whitehall-Coplay High School	Neighboring School Districts	Life Skills Support	1
Lehigh County Technical Institute	Other	Emotional Support	6

VIP- Cedarbrook	Other	Life Skills Support	1
Catasauqua Middle School	Neighboring School Districts	Life Skills Support	2
Northampton Area Middle School	Neighboring School Districts	Emotional Support	1
Macungie Elementary School	Neighboring School Districts	Life Skills Support	1
Steckel Elementary School	Neighboring School Districts	Multiple Disabilities Support	1

Special Education Program Profile

Program Position #1 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

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%)	Learning Support	6 to 9	18	0.9
Locations:				
Harry S Truman Elementary School (TC)	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	6 to 9	3	0.1
Locations:				
Harry S Truman Elementary School (TC)	An Elementary School Building	A building in which General Education programs are operated		

Program Position #2

Operator: Intermediate Unit

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	5 to 11	30	1
Justification: Students meet in grade level teams or individually with the therapist. Students are not in groups beyond the age-range at any time.				
Locations:				
Harry S Truman Elementary School (HB)	An Elementary School Building	A building in which General Education programs are operated		

Program Position #3

Operator: School District

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	10 to 12	2	0.2
Locations:				
Harry S Truman Elementary School (BN)	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 12	10	0.8
Locations:				
Harry S Truman Elementary School (BN)	An Elementary School Building	A building in which General Education programs are operated		

Program Position #4

Operator: School District

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	8 to 11	1	0.2
Locations:				
Harry S Truman Elementary School (MC)	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	8 to 11	14	0.8
Locations:				
Harry S Truman Elementary School (MC)	An Elementary School Building	A building in which General Education programs are operated		

Program Position #5

Operator: Intermediate Unit

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Emotional Support	6 to 9	6	0.8
Locations:				
Harry S Truman Elementary School (EK)	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 9	4	0.2
Locations:				
Harry S Truman Elementary School (EK)	An Elementary School Building	A building in which General Education programs are operated		

Program Position #6

Operator: Intermediate Unit

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	9 to 12	1	0.2
Locations:				
Harry S Truman Elementary School (KG)	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	9 to 12	5	0.5
Locations:				
Harry S Truman Elementary School (KG)	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Emotional Support	9 to 12	3	0.3
Locations:				
Harry S Truman Elementary School (KG)	An Elementary School Building	A building in which General Education programs are operated		

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

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	11 to 13	5	0.1
Locations:				
Salisbury Middle School (KB)	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	16	0.9
Locations:				
Salisbury Middle School (KB)	A Middle School Building	A building in which General Education programs are operated		

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

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	12 to 14	9	0.3
Locations:				
Salisbury Middle School (AB)	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	0.7

Locations:				
Salisbury Middle School (AB)	An Elementary School Building	A building in which General Education programs are operated		

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

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	13 to 15	6	0.2
Locations:				
Salisbury Middle School (JK)	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	7	0.8
Locations:				
Salisbury Middle School (JK)	A Middle School Building	A building in which General Education programs are operated		

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

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	11 to 14	2	0.3
Locations:				
Salisbury Middle School (MV)	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	11 to 14	6	0.7
Locations:				
Salisbury Middle School (JK)	A Middle School Building	A building in which General Education programs are operated		

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

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	6 to 9	7	0.2
Locations:				
Western Salisbury Elementary School (DS)	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 9	10	0.8

Locations:				
Western Salisbury Elementary School (DS)	An Elementary School Building	A building in which General Education programs are operated		

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

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	11 to 11	1	0.2
Locations:				
Western Salisbury Elementary School (MA)	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	9 to 12	7	0.7
Locations:				
Western Salisbury Elementary School (MA)	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	14 to 14	1	0.1
Locations:				
Salisbury Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #13*Operator:* Intermediate Unit**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	6 to 13	10	0.75
Justification: This itinerant speech position involves student schedules that do not cross grade levels. Students do not receive instruction with students beyond the age range variance.				
Locations:				
Western Salisbury Elementary School (LW)	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 14	6	0.25
Locations:				
Salisbury Middle School (LW)	A Middle School Building	A building in which General Education programs are operated		

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

Type of Support	Level of Support	Age Range	Caseload	FTE
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Itinerant	Learning Support	14 to 18	3	0.2
Locations:				
Salisbury High School (TB)	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 18	10	0.8
Locations:				
Salisbury High School (TB)	A Senior High School Building	A building in which General Education programs are operated		

Program Position #15*Operator:* School District**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	14 to 19	4	0.2
Justification: The 19 year-old student is monitored only. His post-12th grade program is in the vocational school. He does not receive any instruction in the classroom with other students.				
Locations:				
Salisbury High School (AC)	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	15 to 17	8	0.6
Locations:				
Salisbury High School (AC)	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	Emotional Support	15 to 15	1	0.2
Locations:				
Salisbury High School (AC)	A Senior High School Building	A building in which General Education programs are operated		

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

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 18	1	0.2
Locations:				
Salisbury High School (MF)	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 18	12	0.8
Locations:				

Salisbury High School (TB)	A Senior High School Building	A building in which General Education programs are operated		
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Program Position #17*Operator:* School District**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 18	5	0.2
Locations:				
Salisbury High School (MG)	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 18	8	0.8
Locations:				
Salisbury High School (MG)	A Senior High School Building	A building in which General Education programs are operated		

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

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 18	4	0.2
Locations:				
Salisbury High School (MM)	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 18	10	0.8
Locations:				
Salisbury High School (MM)	A Senior High School Building	A building in which General Education programs are operated		

Program Position #19*Operator:* School District**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 18	2	0.2
Locations:				
Salisbury High School (LR)	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 18	13	0.8
Locations:				
Salisbury High School (LR)	A Senior High	A building in which General		

	School Building	Education programs are operated		
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Program Position #20 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: August 26, 2014

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

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	14 to 18	4	0.25
Justification: This teacher has pull-out instruction with ES students in the ES classroom for part of the cycle. She also works as a push-in ES and LS students in general education classes. This teacher sees some LS and ES students for conference time/ resource time separately.				
Locations:				
Salisbury High School (KR)	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 18	3	0.25
Locations:				
Salisbury High School (KR)	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 18	2	0.25
Locations:				
Salisbury High School (KR)	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 18	4	0.25
Locations:				
Salisbury High School (KR)	A Senior High School Building	A building in which General Education programs are operated		

Program Position #21 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

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%)	Learning Support	15 to 19	15	1

Locations:				
KT Salisbury High School	A Senior High School Building	A building in which General Education programs are operated		

Special Education Support Services

Support Service	Location	Teacher FTE
Director of Special Education	Harry S Truman Elementary School, Western Salisbury Elementary School, Salisbury Middle School, Salisbury High School, Administration Building	1
Supervisor of Special Education	Harry S Truman Elementary School, Western Salisbury Elementary School, Salisbury Middle School, Salisbury High School, Administration Building	1
School Social Worker	Harry S Truman Elementary School, Western Salisbury Elementary School, Salisbury Middle School, Salisbury High School	1
School Nurse	Salisbury Middle School, Salisbury High School	1
School Nurse	Western Salisbury Elementary School	0.4
Guidance Counselor	Harry S Truman Elementary School	1
Guidance Counselor	Salisbury Middle School	1
Guidance Counselor	Salisbury High School	3
Paraprofessional Support staff	Harry S Truman Elementary School	6.87
School Psychologist	Harry S Truman Elementary School, Western Salisbury Elementary School	1
School Psychologist	Salisbury Middle School, Salisbury High School	1
Comprehensive Support Teacher	Harry S Truman Elementary School	1
Comprehensive Support Teacher	Western Salisbury Elementary School	1
Reading Specialist	Harry S Truman Elementary School	2
Reading Specialist	Western Salisbury Elementary School	1
Reading Specialist	Salisbury Middle School	0.6
Paraprofessional Support staff	Western Salisbury Elementary School	7.79
Paraprofessional Support staff	Salisbury Middle School	6.12
Paraprofessional Support staff	Salisbury High School	9
Emotional Support Interventionist	Salisbury Middle School	1
Emotional Support Interventionist	Salisbury High School	1
School Nurse	Harry S Truman Elementary School	0.6

Nurse Assistant	Salisbury Middle School	0.6
Nurse Assistant	Salisbury High School	0.6
Nurse Assistant	Western Salisbury Elementary School	0.6
Nurse Assistant	Harry S Truman Elementary School	0.6
Guidance Counselor	Western Salisbury Elementary	1

Special Education Contracted Services

Special Education Contracted Services	Operator	Amt of Time per Week
Physical Therapy Services	Intermediate Unit	180 Minutes
Occupational Therapy Services	Intermediate Unit	5 Days
Job Coaching	Intermediate Unit	24 Hours
School Psychologist	Intermediate Unit	1 Days
Itinerant Deaf/ Hard of Hearing	Intermediate Unit	60 Minutes
Audiological Services	Intermediate Unit	10 Minutes
School Psychologist	Outside Contractor	0.5 Days
School Psychologist	Outside Contractor	1 Days
Travel Training	Outside Contractor	0.5 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:

This question has not been answered.

District Accomplishments

Accomplishment #1:

The Salisbury Township School District is working towards realizing Profile of a Graduate and Learning Beliefs.

Accomplishment #2:

All Salisbury Township School District schools have attained a 70 or better on the new School Performance Profile as calculated by the Pennsylvania Department of Education.

District Concerns

Concern #1:

Although students continue to improve on Keystone/PSSA Algebra I/Math exams, all buildings are not meeting district targets for performance. The District needs to implement an on-going system for identifying students who are at-risk and supporting those students in Tiers 1, 2, and 3.

Prioritized Systemic Challenges

Systemic Challenge #1 (*Guiding Question #7*) Establish a district system that fully ensures students who are academically at risk are identified early and are supported by a process that provides interventions based upon student needs and includes procedures for monitoring effectiveness.

Systemic Challenge #2 (*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: Establish a district system that fully ensures students who are academically at risk are identified early and are supported by a process that provides interventions based upon student needs and includes procedures for monitoring effectiveness.

Indicators of Effectiveness:

Type: Annual

Data Source: PSSA Test Scores,

Specific Targets: Increased student achievement in tested content areas,
Increased student growth in tested content areas.

Strategies:

Common Assessment within Grade/Subject

Description: WWC reports the effective use of data can have a positive impact upon student achievement; using common assessments to inform teacher practice is one such use of data. (Source: http://ies.ed.gov/ncee/wwc/pdf/practice_guides/dddm_pg_092909.pdf?)
Teacher Moderation: Collaborative Assessment of Student Work and Common Assessments provide detailed looks at the development and use of common assessments. (Sources: http://www.edu.gov.on.ca/eng/literacynumeracy/inspire/research/Teacher_Moderation.pdf and Common Assessments: Mike Schmoker. (2006) Results Now: How We Can Achieve Unprecedented Improvements in Teaching and Learning. Alexandria, Va.: ASCD.) Resource: <http://effectivestrategies.wiki.caiu.org/Assessment>

SAS Alignment: Assessment, Instruction

Data Analysis Procedures, Data-Informed Instruction, Data Teams & Data Warehousing

Description: Using Student Achievement Data to Support Instructional Decision Making provides a WWC reporting of various strategies related to

the acquisition, analysis, and application of student data. (Source: http://ies.ed.gov/ncee/wwc/pdf/practice_guides/dddm_pg_092909.pdf)

SAS Alignment: Assessment, Instruction

Increased Quality Instructional Time

Description: Changes in instructional time do not generally increase or decrease student achievement, unless such changes go beyond unusually low, or high, amounts of time. Curriculum and instructional quality appear to have a much greater effect on achievement than do total hours of instructional time. The addition of high-quality teaching time is of particular benefit to certain groups of students, such as low-income students and others who have little opportunity for learning outside of school. (Sources: <http://www.ascd.org/publications/researchbrief/v3n10/toc.aspx> , and <http://www.educationsector.org/publications/clock-rethinking-way-schools-use-time>)

SAS Alignment: Instruction, Safe and Supportive Schools

Implementation Steps:

RtII Implementation K-5

Description:

Investigate and establish a robust Response to Instruction and intervention procedure at the K-5 level.

Start Date: 9/2/2014 **End Date:** 9/5/2017

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

Supported Strategies:

- Common Assessment within Grade/Subject
- Data Analysis Procedures, Data-Informed Instruction, Data Teams & Data Warehousing
- Increased Quality Instructional Time

Goal #2: Revise curriculum development process for courses of study. Ensure standards-aligned curriculum

Related Challenges:

- 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: Increased ELA PSSA Scores

Specific Targets: Development of ELA curriculum for K-5

Development of revised curriculum template

Integration of TDA Responses

Strategies:

Common Assessment within Grade/Subject

Description: WWC reports the effective use of data can have a positive impact upon student achievement; using common assessments to inform teacher practice is one such use of data. (Source: http://ies.ed.gov/ncee/wwc/pdf/practice_guides/dddm_pg_092909.pdf?)
 Teacher Moderation: Collaborative Assessment of Student Work and Common Assessments provide detailed looks at the development and use of common assessments. (Sources: http://www.edu.gov.on.ca/eng/literacynumeracy/inspire/research/Teacher_Moderation.pdf and Common Assessments: Mike Schmoker. (2006) Results Now: How We Can Achieve Unprecedented Improvements in Teaching and Learning. Alexandria, Va.: ASCD.) Resource: <http://effectivestrategies.wiki.caiu.org/Assessment>

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SAS Alignment: Instruction, Safe and Supportive Schools

Implementation Steps:

Increase understanding of TDAs

Description:

Multiple teachers and leaders are participating in TDA CLIU cohort. The District's Director of Teaching and Learning will participate (along w Asst Supt and Principal) in the Providing Equitable Access through Analysis of Academic Texts. Based on these trainings, the Director will develop trainings for our grade 2-8 teachers.

Start Date: 10/1/2018 **End Date:** 6/30/2020

Program Area(s): Professional Education

Supported Strategies:

- Data Analysis Procedures, Data-Informed Instruction, Data Teams & Data Warehousing
- Increased Quality Instructional Time

