Easton Area SD

District Level Plan

07/01/2018 - 06/30/2021

District Profile

Demographics

1801 Bushkill Drive
Easton, PA 18040
(610)250-2400
Superintendent: John Reinhart
Director of Special Education: Kara Jasman

Planning Process

The central office administration has worked collaboratively with the district's building level administrators, staff members and other district stakeholders to analyze the implementation of current district initiatives and district assessment data and to create individual school improvement plans for each building. The Directors of Teaching and Learning, cabinet members, and building administrators review the progress of the plans and report the progress of these plans to the Superintendent and School Board throughout the school year. In addition, the Directors of Student and Community Services and Special Education also meet regularly with their respective stakeholders to ensure that the district is in compliance with all state and federal mandates, regulations and laws.

Mission Statement

DISTRICT MISSION STATEMENT

The Easton Area School District respects the diversity of its student population and is dedicated to the importance of developing our students into responsible citizens. We will provide each student with an academically challenging program that enhances creativity, develops an ability to use technology, and encourages critical thinking and problem solving. In support of this mission, we will ensure a safe instructional environment and promote life-long learning.

Vision Statement

DISTRICT VISION STATEMENT

The Easton Area School District vision statement is "Educating for Life's Journey." The success of the district can be measured by how many students graduate from our High School and either continue their education or successfully enter the work force or military.

Shared Values

Recognizing that the education system should be a reflection of the community it represents, we believe that:

- Children need a challenging curriculum that is sensitive to their individual needs

- All children should be exposed to a variety of learning experiences

- Children learn best in a safe environment

- Character development of children is part of the entire learning experience

- The focus of education is for individuals to be life-long learners

Educational Community

The Easton Area School District is located on the eastern boundary of Pennsylvania at the confluence of the Lehigh and Delaware Rivers. It encompasses the City of Easton, the townships of Palmer, Forks and Lower Mount Bethel. All are located in Northampton County. Located 20 miles east of Allentown, the Easton Area School District is at the forks of the Delaware and Lehigh Rivers. It borders the state of New Jersey and is just over a one-hour drive from either New York City or Philadelphia.

The population of approximately 63,000 people in the community reside in a mixture of rural, industrial, college, urban, and residential-suburban areas, Easton Area School District takes great pride in its history of tradition, its appreciation and celebration of diversity, and its inclusive environment.

The most appropriate general socio-economic designation for the district would be middle class. However, the student population ranges from low economic status to upper class. Additionally, the district also encompasses rural, suburban, and urban settings. A steady increase of new students is occurring as a result of rapid home developments in Palmer and Forks Townships.

The District is comprised of eleven (10) schools: Easton Area High School, Easton Area Middle School 6- 8, Easton Area Academy (Alternative Education grades 6-12), and seven (7) elementary schools: Ada B. Cheston, Forks, Francis A. March, Palmer, Paxinosa, Shawnee and Edward Tracy.

In terms of student growth, approximately 40% of graduating seniors currently go on to a four-year institution of higher learning, with 42% choosing to go on to a two-year institution of higher learning. Another 1.4% enter the military, and the remainder enters the local Lehigh Valley workforce.

The district provides educational opportunities for students in kindergarten through grade twelve. As of October 2015, the schools served approximately 8,730 students. They are subdivided almost equally into groupings of the K-5, grades 6-8 and grades 9-12 schools. The population is racially and culturally diverse, with representation of approximately 51.5% Caucasian, 18% African-American, 22% Hispanic, 5% Asian, and 3.5% multi-racial.

The student population increases frequently due to growth within Palmer and Forks Townships. Our district has also encountered an increased transient student population as families move to and from the area from New York and New Jersey for work opportunities. This demographic and local data shows a need to increase reading skills for all of our students in order to prepare them for the 21st Century workforce.

Planning Committee

Name	Role
Jillian Brodhead	Administrator : Special Education
John Castrovinci	Administrator : Professional Education
Alyssa Emili	Administrator : Professional Education
David Hightower	Administrator : Special Education
Michael Koch	Administrator : Professional Education
Tracy Piazza	Administrator : Professional Education
Karen Trinkle	Administrator : Professional Education
Thomas Warren	Administrator : Special Education
Carolyn Serva	Business Representative : Professional Education
Maryanne West	Business Representative : Professional Education
Jessica Baker	Community Representative : Professional Education
Guillermo Lopez	Community Representative : Professional Education
Preethy Jayant	Ed Specialist - School Counselor : Professional Education
Melissa Sonnenblick	Ed Specialist - School Counselor : Professional Education
Karen Borghi	Elementary School Teacher - Regular Education : Professional Education
Jena Brodhead	Elementary School Teacher - Regular Education :

	Special Education
Donald Shinton	Elementary School Teacher - Regular Education : Professional Education
Elizabeth Brill	Elementary School Teacher - Special Education : Special Education
Lea Ann Pels	High School Teacher - Regular Education : Professional Education
Karen Rose	High School Teacher - Regular Education : Professional Education
Joyce Arriza	Middle School Teacher - Regular Education : Professional Education
Janet Barry	Middle School Teacher - Regular Education : Professional Education
Toni Ann Falcone	Parent : Professional Education
Hally Tomasheski	Parent : Special Education
Jan Youtz	Parent : Professional Education
Kara Jasman	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	Accomplished	Accomplished
Civics and Government	Developing	Developing
PA Core Standards: English Language Arts	Developing	Accomplished
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Developing	Developing
PA Core Standards: Mathematics	Accomplished	Accomplished
Economics	Developing	Developing
Environment and Ecology	Developing	Developing
Family and Consumer Sciences	Accomplished	Accomplished
Geography	Developing	Developing
Health, Safety and Physical Education	Accomplished	Accomplished
History	Developing	Developing
Science and Technology and Engineering Education	Developing	Developing
Alternate Academic Content Standards for Math	Accomplished	Accomplished
Alternate Academic Content Standards for Reading	Accomplished	Accomplished
American School Counselor Association for Students	Accomplished	Accomplished
Early Childhood Education: Infant-Toddler→Second Grade	Accomplished	Accomplished
English Language Proficiency	Accomplished	Accomplished
Interpersonal Skills	Accomplished	Accomplished
School Climate	Accomplished	Accomplished

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

All District curricula has been aligned to the PA Academic Standards, Anchors and/or PA Common Core Standards. Any item marked as "Developing" is in the process of curriculum revision but was previously aligned to the PA Academic Standards, Anchors and/or PA Common Core Standards.

Elementary Education-Intermediate Level

Standards	Mapping	Alignment
Arts and Humanities	Accomplished	Accomplished
Career Education and Work	Accomplished	Accomplished

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

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Middle Level

Standards	Mapping	Alignment
Arts and Humanities	Accomplished	Accomplished
Career Education and Work	Accomplished	Accomplished
Civics and Government	Accomplished	Accomplished
PA Core Standards: English Language Arts	Developing	Accomplished
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Accomplished	Accomplished
PA Core Standards: Mathematics	Developing	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	Accomplished	Accomplished
Alternate Academic Content Standards for Math	Developing	Developing
Alternate Academic Content Standards for Reading	Developing	Developing
American School Counselor Association for Students	Accomplished	Accomplished

English Language Proficiency	Accomplished	Accomplished
Interpersonal Skills	Accomplished	Accomplished
School Climate	Accomplished	Accomplished
World Language	Accomplished	Accomplished

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High School Level

Standards	Mapping	Alignment
Arts and Humanities	Accomplished	Accomplished
Career Education and Work	Accomplished	Developing
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
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Economics	Accomplished	Accomplished
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Adaptations

Elementary Education-Primary Level

Checked answers

- Career Education and Work
- PA Core Standards: English Language Arts
- PA Core Standards: Mathematics
- Health, Safety and Physical Education

Unchecked answers

None.

Elementary Education-Intermediate Level

Checked answers

- Career Education and Work
- PA Core Standards: English Language Arts
- PA Core Standards: Mathematics
- Health, Safety and Physical Education

Unchecked answers

None.

Middle Level

Checked answers

- Arts and Humanities
- Career Education and Work
- PA Core Standards: English Language Arts
- PA Core Standards: Mathematics
- Family and Consumer Sciences
- Health, Safety and Physical Education
- Science and Technology and Engineering Education

Unchecked answers

None.

High School Level

Checked answers

- Arts and Humanities
- Career Education and Work
- PA Core Standards: English Language Arts
- PA Core Standards: Mathematics
- Environment and Ecology
- Family and Consumer Sciences
- Health, Safety and Physical Education
- History
- Science and Technology and Engineering Education

Unchecked answers

None.

Explanation for any standards checked:

The Easton Area School District is committed to Career and Technical education as part of its secondary curriculum (grades 9-12) and as a comprehensive high school. Vocational-technical education courses have been developed in the program of study format and are accessible to all high school students in grades 11 & 12. All students and their parents or guardians are informed of the students' rights via the district and school websites as well as the high school's course selection guide to participate in vocational-technical education programs and courses and that students with disabilities enrolled in the programs are entitled to services under Chapter 14 (relating to special education services and programs). Students who complete approved vocational-technical education programs have the opportunity to have their occupational competency assessed by completion of the appropriate assessment under the Pennsylvania Skills Certificate Program or by completion of another occupational competency assessment approved by the Department. Any student with a disability is provided appropriate accommodations when provided for in the student's individualized education program or Section 504 plan. Students also demonstrate proficiency in meeting academic standards as required under § 4.24(a) (relating to high school graduation requirements), including § 4.12(f) (relating to academic standards) and § 4.24(e) for students with disabilities with an individualized education program.
The Easton Area School District has adopted a new reading and math series, at the elementary level, to support the newly alligned curriculum. The curriculem is alliged to state standards. The content is scafolded in a manner that allow for exposure, paractice and mastery. We have also set district goals related to math fluency and explicit instruction in reading and language arts. We are engaged with the Step by Step Learning consulting firm as we revist our reading protocols and expectations for teaching. We feel we are now positioned to have nintey percent of our students reading on grade level by grade three.
In the Arts and Humanities K-12 as wells as the Family & consumer Sciences and Business Education, National Standards are utilized in order to enhance and standarize the curriculum. In addition, Twenty-one(21) Advanced Placement (AP) courses are offered at Easton Area High School, and these courses follow College Board standards and are College Board approved. The AP courses offered include the following:
1. AP English
2. AP English Literature
3. AP American History
4. AP European History
5. AP Government/Politics
6. AP Psychology
7. AP Biology
8. AP Chemistry
9. AP Physics
10. AP Environmental Science
11. AP Calculus (AB/BC)
12. AP Statistics
13. AP Art History
14. AP Spanish
15. AP Spanish Literature
16. AP French
17. AP German
18. AP Latin

19. AP Italian
20. AP Computer Science (programming)
21. AP Computer Science Principles

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:

The Easton Area School District has established a 5 year District-wide cycle of curriculum improvement to address curricula revisions. The curriculum revision process follows a three-phase curriculum revision process as follows:

1)
NEEDS ASSESSMENT (Research Process- Phase 1)
:

a.   Review and evaluate current curriculum

b.   Identify strengths and weaknesses of current curriculum using data analysis and curriculum assessment questionnaire

c.   Research Best Practices and Exemplary and Promising Programs

d. Identify areas of curriculum that need revisions

2)

TRANSFORMING STANDARDS INTO LEARNING
(Revision Process- Phase 2)
:

a. Identify core concepts and create or revise scope and sequences relevant to curriculum

b. Align to PA academic standards and anchors,common core standards and anchors

c. Establish vertical and horizontal alignment

d. Revise curriculum and submit to curriculum office

e. Curriculum and Instruction Department reviews curriculum and returns if areas need revision

f. Curriculum is submitted for Board of Education approval

3) MONITOR & ADJUST CURRICULUM (Review Process- Phase 3)

The Department of Teaching & Learning oversees all curricula revisions and revises timelines for revisions as required due to changes in standards and/or content.

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

Not Applicable.

Elementary Education-Intermediate Level

Curriculum Characteristics	Status
Objectives of planned courses, instructional units or interdisciplinary studies to be achieved by all students are identified for each subject area.	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
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e.   Curriculum and Instruction Department reviews curriculum and returns if areas need revision

f.   Curriculum is submitted for Board of Education approval
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Not Applicable.

Middle Level

Curriculum Characteristics	Status
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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

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c.   Establish vertical and horizontal alignment

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f.   Curriculum is submitted for Board of Education approval
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The Department of Teaching & Learning oversees all curricula revisions and revises timelines for revisions as required due to changes in standards and/or content.

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

Not Applicable.

High School Level

Curriculum Characteristics	Status
Objectives of planned courses, instructional units or interdisciplinary studies to be achieved by all students are identified for each subject area.	Accomplished
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The relationship between the objectives of a planned course, instructional unit or interdisciplinary studies and academic standards are identified.	Accomplished
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The Easton Area School District has established a 5 year District-wide cycle of curriculum improvement to address curricula revisions. The curriculum revision process follows a three-phase curriculum revision process as follows:

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

Not Applicable.

Modification and Accommodations

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

All students are receiving the standardized general education curriculum. The IEP team determines what modifications and/or accommodations are necessary for each, individual student to achieve mastery and to what extent mastery is defined as for that student. During the lesson planning process, the teacher then utilizes and applies the student's modifications and/or accommodations as they are outlined in each student's IEP.

Instruction

Instructional Strategies

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

Regular Lesson Plan Review

    Checked Answers
- Administrators
- Building Supervisors

    Unchecked Answers
- Department Supervisors
- Instructional Coaches
- Not Reviewed

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

Easton Area School District Policy #111 provides for regular lesson planning and centers around the "Elements of Effective Instruction (EEI)" model for lesson development. The teaching and learning process is monitored by building principals utilizing the Charlotte Danielson model of evaluation and a district walkthrough protocol aligned to the Danielson domains for Classroom Envrironment and Instruction. Administrators use classroom walkthroughs into the review process to collect data and share that data with the respective staff member(s). This information is reviewed and any necessary changes or revisions are made accordingly.
The District Administration also conducts annual formal observations and evaluations for all teaching staff.

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

The District does not employ Department Supervisors, and the District-level Administration is limited to Directors of Teaching Learning, Assessment and Accountability, Special Education and Student and Community Services. Instructional Coaches are members of the Teacher's bargaining unit; therefore, they are not permitted to engage in activities that are evaluative in nature. For budgetary reasons, there are no plans to increase staffing in these areas at this time.

Responsiveness to Student Needs

Elementary Education-Primary Level

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

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

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

This narrative is empty.

Elementary Education-Intermediate Level

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

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

This narrative is empty.

Middle Level

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

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

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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.	Implemented in 50% or more of district classrooms
A variety of practices that may include structured grouping, flexible scheduling and differentiated instruction are used to meet the needs of gifted students.	Full Implementation

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This narrative is empty.

Recruitment

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

The Easton Area School District (EASD) has a diverse student body. Therefore, the EASD strives to recruit and attain a diverse teaching force to mirror its student population. To this end, administrative representatives from the district attend teacher recruitment events in a variety of geographical areas to recruit a diverse workforce. The District has, through the work of its Diversity Alliance, developed the following vision statement, for recruitment of staff: "The Easton Area School District is committed to hiring highly qualified employees that reflect the students and community we serve." The Director of Human Resources, with the assistance of building level and district level administration, serve as the district recruitment team. The EASD Board of Education policy #404 Employment of Professional Employees requires all teachers to be appropriately certified at the time of hire. Thus, EASD regularly has very few, if any, teachers working on emergency certificates from the Pennsylvania Department of Education. Moreover, policy #404 requires that all teachers working in a program supported with Title 1 funds shall be highly qualified. Building and district level administration reserve sole authority to provide teachers with their yearly building and/or grade level assignments without regard for seniority. Therefore, teachers are assigned to work with students, who are below proficiency or are at risk of not graduating, based on teacher classroom observation data, student data analysis meetings and teacher professional performance.

Assessments

Local Graduation Requirements

Course Completion	SY 18/19	SY 19/20	SY 20/21
Total Courses	25.00	25.00	25.00
English	4.00	4.00	4.00
Mathematics	3.00	3.00	3.00
Social Studies	4.00	4.00	4.00
Science	3.00	3.00	3.00
Physical Education	4.00	4.00	4.00
Health	1.00	1.00	1.00
Music, Art, Family & Consumer Sciences, Career and Technical Education			
Electives	6.00	6.00	6.00
Minimum % Grade Required for Credit (Numerical Answer)	60.00	60.00	60.00

Graduation Requirement Specifics

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

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

- 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.

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

Local Assessments

Standards	WA	TD	NAT	DA	PSW	Other
Arts and Humanities	X	X			X	
Career Education and Work		X	X		X	
Civics and Government		X				
PA Core Standards: English Language Arts		X		X	X	
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects		X	X	X		
PA Core Standards: Mathematics		X		X		

Economics		X				
Environment and Ecology		X				
Family and Consumer Sciences		X	X			
Geography		X				
Health, Safety and Physical Education	X	X		X		
History		X				
Science and Technology and Engineering Education		X		X		
World Language		X				

Methods and Measures

Summative Assessments

Summative Assessments	EEP	EEI	ML	HS
Content Specific, Teacher/Program Developed	X	X	X	X
PSSA		X	X	
Keystone Exams			X	X

Benchmark Assessments

Benchmark Assessments	EEP	EEI	ML	HS
DIBELS Next	X			
AIMSweb	X	X	X	X
SRI			X	X
STAR	X	X	X	

Formative Assessments

Formative Assessments	EEP	EEI	ML	HS
STAR	X	X	X	X
DIBELS Next	X			
Content Specific, Teacher/Program Developed	X	X	X	X
RGR	X			

Diagnostic Assessments

Diagnostic Assessments	EEP	EEI	ML	HS
Classroom Diagnostic Tools				X
AIMSweb	X	X	X	X
SRI			X	X
RGR	X			

Validation of Implemented Assessments

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

Provide brief explanation of your process for reviewing assessments.

The District Administration oversees the selection, supervision and review of all district assessments utilizing the central and building level administrative team in conjunction with teachers and other applicable staff members.

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.

The Easton Area School District does not plan to develop locally administered assessments for proficiency in Algebra 1, Biology, Literature, Composition, and Civics and Government. Instead, the District will administer the PA Keystone Exams in Algebra 1, Biology, Literature, Composition, and Civics and Government, as required by PDE.

Collection and Dissemination

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

The Easton Area School District utilizes multiple assessments (PSSA, Keystone Exams, DIBELS, AIMSweb, ACCESS, STAR) to continuously drive and adjust instruction based on these assessment results. The instructional staff is well trained in using various sources of data to obtain a comprehensive and personalized view of the literacy needs of their respective students. Improved utilization of the data between grades and buildings will provide consistency of instruction and literacy improvement for all children from birth through grade 12. Teachers must continue to be "data literate," and this data must be monitored and shared via ongoing data team meetings.
An additional component of the district's integrated literacy plan is improving the

engagement of families and the entire community in understanding the role that data plays in the educational process. Data driven decision-making incorporates ongoing assessment to document growth and identify areas of need for individualized instructional interventions. Data driven decision-making will facilitate smoother transitions occurring throughout a student's life, from birth to Pre-K, from Pre-K to elementary school, from elementary to middle school, and from middle school to graduation.

Data Informed Instruction

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

The Easton Area School District incorporates numerous data driven strategies to address the needs of our students. At the elementary level, report card information is reported through standards-aligned learning objectives and instructional practices are differentiated to address student needs. Also, instructional practices are adjusted and modified to increase student mastery. These instructional strategies are determined through the analysis of various types of assessment data. Our Multi-Tiered Support System (MTSS) provides students targeted instruction in their areas of need as analyzed through formative and summative assessment data. Flexible groups are revised throughout the school year depending upon the needs of students. Teachers collaborate during school and grade level meetings to identify instructional strategies to increase student achievement.

Assessment Data Uses

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

Provide brief explanation of the process for incorporating selected strategies.

The Easton Area School District incorporates numerous data driven strategies in order to continually address student needs. At the elementary level, report card information is reported through standards-aligned learning objectives. Instructional practices are differentiated to address student needs in standards

and anchor aligned curricula and through assessments that are standards and anchor aligned. Instructional practices are continually modified or adjusted to increase student mastery and assessment results are used to target instruction. Our Mutti-Tiered System of Supports (MTSS) model begins with a universal screening process and uses a systematic approach to target instruction. Flexible groups are revised throughout the school year depending on the needs of students. Teachers collaborate during grade level meetings and other data analysis meetings to identify instructional strategies to increase student achievement. Students recieving intervention are progress monitored and supports are adjusted when necessary.

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

The District applies all strategies listed above to ensure standards aligned instruction and consistency from classroom-to-classroom as well as grade-to-grade and subject-to-subject.

Distribution of Summative Assessment Results

Distribution Methods	EEP	EEI	ML	HS
Course Planning Guides	X	X	X	X
Directing Public to the PDE & other Test-related Websites	X	X	X	X
Individual Meetings	X	X	X	X
Letters to Parents/Guardians	X	X	X	X
Local Media Reports	X	X	X	X
Website	X	X	X	X
Meetings with Community, Families and School Board	X	X	X	X
Mass Phone Calls/Emails/Letters	X	X	X	X
Newsletters	X	X	X	X
Press Releases	X	X	X	X
School Calendar	X	X	X	X
Student Handbook	X	X	X	X
PowerSchool (Online Database & Grading System)	X	X	X	X
Program of Studies Booklet			X	X
Individual Websites and/or Moodle Sites	X	X	X	X

Provide brief explanation of the process for incorporating selected strategies.

The Easton Area School District utilizes various means to communicate and distribute information about summative assessments to the public. In addition to sending written letters and communications home via students, our parents recieve information via email. The district also uses our website to extend communication and provide addtitional information to our families.The website will oftern link resources to the PA Department of Educations website.

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

Not Applicable

Safe and Supportive Schools

Assisting Struggling Schools

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

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

Targeted buildings are provided support from the central administration and outside consultants such as the local Intermediate Unit and PaTTAN and Step by Step Learning. Assessment data is analyzed by the administration and presented to the staff, parents and at school board meetings. In addition, each school building within the school district has formed a core data team and grade level data teams to analyze assessment data on a regular basis. These data teams are then charged with making recommendations to the administration and professional staff to improve instruction and recommend students for appropriate academic intervention(s). IU20 support is also provided for struggling schools, and data analysis and training sessions are held throughout the school year to assist schools in need of remediation.

Programs, Strategies and Actions

Programs, Strategies and Actions	EEP	EEI	ML	HS
Biennially Updated and Executed Memorandum of Understanding with Local Law Enforcement	X	X	X	X
School-wide Positive Behavioral Programs	X	X	X	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	X	X	X	X
Placement of School Resource Officers	X	X	X	X
Student Assistance Program Teams and Training			X	X
Counseling Services Available for all Students	X	X	X	X

Internet Web-based System for the Management of Student Discipline	X	X	X	X

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

The Easton Area School District currently utilizes a Safe Schools Manual as a reference for safety and violence prevention and de-escalation within it's schools for handling problems and issues with students, staff, parents and a variety of other related community and environmental types of emergencies that may potentially arise. This manual was last updated for the 2014-2015 school year. Currently a revision will take place during the 2017-2018 school year in order to ensure that procedures are evaluated and updated and to maintain the use of industry best practices with regard to procedural approaches to emergency situations.

Easton Area School District has re-designed each of the entry ways to its' school buildings to enhance security measures. The new floor plans allow for controlled access of the public into the buildings through the use of air locks, electronic swipe cards / access readers, and remote electronic door locks. These devises and change of floor plan allow security / staff to control the access of visitors into the buildings and permit the denial of suspicious individuals into the main portion of the building. This devises also permit security or staff to summons law enforcement assistance for individuals potentially posing a threat to students and staff prior to contact with anyone inside the building, thus providing a physical barrier between those potentially looking to cause harm and the school population and permitting first responders to deal with them outside of the building.

The Easton Area School District does maintain video surveillance throughout all of its' buildings. This system is continually updated as cameras and monitors fail due to age and use. These products are replaced with current state of the art high definition cameras and monitors in order to enhance the system's capabilities. Easton Area School District has recently installed and brought into use an emergency alarm system for use in its' elementary school offices. These panic buttons are designed to work in much the same fashion as the silent alarm systems found in most bank buildings. The buttons have been installed in several strategic positions within the building's main offices and permit an administrative assistant, principal or other staff member to discreetly summons help in the event that the employee feels that they can not safely utilize a telephone to dial 911. The alarms alert law enforcement and district officials that an emergency situation exists at that particular elementary school.Easton Area School District utilizes radio communication within its' buildings in order to help ensure the safety and welfare of students and staff and efficiently and effectively summons assistance when needed. This system is in constant upgrade in order to ensure that it works and is maintained in effective condition.

The Easton Area School District currently employs a system of identification that requires students to possess photographic identification cards that are provided by the district to them. These cards are to be carried and worn by students during school hours. Staff members are also issued photographic identification cards that also double as swipe access cards. The access times on these cards are governed by the needs of each individual employee, so building access will differ based upon each employees' individual employment needs and duties. Access can also be made building specific under this system. The system also allows for each entryway throughout the district that has a swipe card reader attached to it to be monitored by remote video, so access can be recorded and policed twenty-four hours per day. Visitors to the Easton Area School District are required to enter through designated entry points. They are required to present photographic identification to the

security person, staff member monitoring this access point and sign into a logbook, announcing their purpose for the visit and destination within the building. Once this is complete, the visitor is issue a visitor's pass, which is to worn on the outer most garment and returned to the security check point once the visitor exists the building. Visitors will sign themselves out of the logbook at this time.

Easton Area School District currently employs seventeen full time and ten part time security officers / monitors. The district also maintains it's own police department, employing six full time, sworn police officers. The district also contracts with Palmer Township, the municipality in which the high school is located for a school resource officer, who is a sworn Palmer Township officer, to be stationed at the high school during the school year.

There are nine security officers / monitors assigned to the high school campus, six security officers / monitors assigned to the middle school campus, a security officer / monitor assigned to the district's alternative school and a security officer / monitor assigned to one of the district's elementary schools due to the unique design of this particular building in order to enhance it's security. The security officers / monitors assigned to the high school and the middle school work two shifts, one which coincides with the school day and the other which covers the times during which after school events and activities take place. This is done so that there is always a security presence in these buildings whenever they are occupied.

The police officers of the district are deployed as follows: Two officers are assigned to the high school campus (one district officer and one Palmer Twsp. officer), two officers are assigned to the middle school campus, one officer is assigned to the alternative school and one officer is assigned to rove between the seven elementary schools. The sixth officer is designated as a supervisory officer and roves the district and assists as needed throughout the schools.

Additionally, the district police department has established a strong relationship with the local municipal departments serving the Easton Area School District (Easton, Forks and Palmer). This close working relationship has resulted in municipal officers being encouraged by their departments and police chiefs to spend time at the schools within their jurisdictions and randomly stop and perform walk throughs of the school buildings on a daily basis. This program enhances the site safety of each building, while fostering a community policing spirit and attitude amongst the students and staff of the buildings. Each local department is also active in its' participation with student related events, such as mentoring programs and field day activities.

In support of the Easton Area School District mission, beliefs, and goals, school counselors will strive to provide programs and services so that students will:

Acquire the attitudes, knowledge, and skills that contribute to effective learning in school and across the lifespan by strengthening organizational and study skills, setting academic goals, and understanding the relationship between effort and success. Students will acquire the knowledge and employ the strategies needed to achieve further career goals with success and satisfaction by identifying and developing personal skills, talents and interests, increasing awareness and exploring postsecondary options, and developing and implementing individual career plans.Students will become responsible decision makers by setting and planning personal goals, developing problem-solving skills, and understanding the natural and logical consequences of behavior. Students will learn to build relationships by developing strong communication skills, respecting diversity and accepting differences, working cooperatively with others and utilizing conflict resolution skills. Students will gain a positive understanding of self by identifying strengths and needs, being responsible and accountable for their actions, and developing healthy coping skills.

Student Assistance Program teams and training are established at the middle school and

high school. Valley Youth House provides both consultation and SAP support at the elementary level (K-5). Through further funding and financial support efforts Student Assistance Programming will continue to be a focus area through training and certification.

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.)

Parent and teacher professional development are offered on the district and individual building levels. A gifted section of the website is available for the public offering gifted resources.

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

The Easton Area School District has both a universal screening process and an individual screening process for identification for gifted education. The universal screening process occurs for all students in the spring of their second grade year. At this time the Naglieri Nonverbal Ability Test 3rd edition (NNAT) is administered. All students' data is reviewed by the guidance counselor, who refers students for full evaluations as necessary. Students with a total score at the 95th percentile or above automatically qualify for a full evaluation. Teachers, counselors, administrators, and all other faculty members are required to refer for individual screenings all students who exhibit signs of potential giftedness. At this time, the guidance counselor notifies the parent that the student is scheduled to be screened with the Kauffman Brief Intelligence Test. Students who score within the confidence interval of 130 will automatically be referred for evaluation by a school psychologist.
District parents and/or guardians may also request a screening or evaluation at any time. Requests are made in writing to either the principal, guidance counselor, or school psychologist.

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

Eligibility is determined by a full scale evaluation using the WISC 5th edition. Students with an IQ of 130 (Full Scale IQ and/or GAI) or higher will automatically qualify as "mentally gifted." The evaluation of students who qualify due to IQ must be sufficiently thorough to provide a detailed analysis of the student's strengths as well as provide comprehensive information upon which programming determinations can be made. The GMDT must consider the information provided by the school psychologist and should add any additional relevant information regarding the student's strengths, needs, and programming recommendations.
In considering the Multiple Criteria categories, the Team should carefully consider the data contained within the GWR. Additional information/documentation/testing relating to any of the Multiple Criteria may be recommended or included by the GMDT. Multiple Criteria to be considered: A year or more above grade achievement level for the normal age group in one or more subjects as measured by nationally normed and validated achievement tests able to accurately reflect gifted performance. An observed or measured rate of acquisition/retention of new academic content or skills that reflect gifted ability.

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. Early and measured use of high level thinking skills, academic creativity, leadership skills, intense academic interest areas, communication skills, foreign language aptitude or technology expertise. Documented,observed,and validated or assessed evidence that intervening factors such as English as a second language, disabilities, gender, or race bias, or socio/cultural deprivation.

Intervening factors, such as IDEA eligibility, bilingual ability, recent move to the USA from another country, medical/health issues, trauma, lack of schooling in another country, homelessness, must be considered.

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.

Enrichment opportunities are provided for students through their GIEP goals goals and areas of interest. Both push in and pull out services are provided across the district and across content areas.

Developmental Services

Developmental Services	EEP	EEI	ML	HS
Academic Counseling	X	X	X	X
Attendance Monitoring	X	X	X	X
Behavior Management Programs	X	X	X	X
Bullying Prevention	X	X	X	X
Career Awareness	X	X	X	X
Career Development/Planning	X	X	X	X
Coaching/Mentoring	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	X	X
Wellness/Health Appraisal	X	X	X	X

Explanation of developmental services:

The Easton Area School District delivers, implements, and evaluates practices, procedures and programs to ensure a consistent, effective, and comprehensive counseling program. This will include the academic, career, social and emotional needs for each student. Develop and implement a consistent system including data collection and analysis to

appropriately deliver counseling services and support to each student. Development and implementation of communication plans to ensure that students, staff and families are provided with current and consistent information regarding the school-counseling program. Develop and complement support services that effectively address students' academic, career, social and emotional needs.Through the process of self-exploration and career planning, students will learn how to match personal needs and expectations with satisfying career options. Students will learn self- assessment skills, research major and career alternatives, and make decisions based upon sound factual information, utilizing a variety of resources. Students will complete an online course and a digital portfolio during this self-reflection of interests using tools designed in Career Cruising/Xello. Completion of this course will be determined when all online modules are complete.

This includes all things after completion of high school – Four year colleges, two year community colleges and technical schools can provide the information needed to successfully transition from high school to postsecondary. Steps to identify major programs of study to the current job market and placement rates in the respective fields. Skill deficits can be identified and addressed through curriculum and work experiences. Opportunities for students to experience on campus activities by providing orientation programs, tours, and information sessions. Postsecondary opportunities can be provided for students through dual enrollment and early admission programs.

School counselors are positioned within the school system to access school information for barriers to academic success, responsible to help school change to better meet students needs.

The school counselor will:

- Use data to identify and challenge policies and practices that impact student achievement.

- Establish opportunities for collaboration to address problems

- Gather data to support the need for change

- Assists to identify goals and establish action plans

- Develops and implements strategic interventions for challenges

The Easton Area School District revised the Comprehensive School Counseling Curriculum during the 2015-2016 school year. The Easton Area School District is in the process of a subsequent revision modifying to reflect the Chapter 339 Plan and Services and will be completed at the conclusion of the 2017-2018 school year.

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	X
Small Group Counseling-Educational planning	X	X	X	X
Small Group Counseling-Personal and Social Development	X	X	X	X
Special Education Evaluation	X	X	X	X
Student Assistance Program			X	X

Explanation of diagnostic, intervention and referral services:

School counselors work in conjunction with school personnel and programs, with parents and with community resources to address and respond to the developmental needs of our students. As advocates, we see our students as individuals with specific emotional, social, academic and career needs. As certified masters-level counselors with a specialized background in psychology, counseling and child development, we are committed to student success.
The school counselor effectively manages and implements a comprehensive and developmental school-counseling program. Through leading a comprehensive program that engages stakeholders and by being responsible for deliver and continual evaluation of this program, the school counselor leads the learning community.
Leading students to success through:

- The development, delivery, and evaluation of a comprehensive school counseling program for all students.

- Uses data to identify and remove barriers to student learning

- Promote student success by participation in efforts to close existing achievement gaps among under-represented populations.

- Serves on school-based leadership/improvement teams related to welfare of students.

- Serves on district level curriculum teams

- Supports the school as a safe and welcoming learning community

Student Assistance Program teams and training are applicable to the middle and high schools only. Valley Youth House provides both consultation and SAP support at the elementary level (K-5). Through further funding and financial support efforts Student Assistance Programming will continue to be a focus area through training and certification.

Consultation and Coordination Services

Consultation and Coordination Services	EEP	EEI	ML	HS

Alternative Education			X	X
Case and Care Management	X	X	X	X
Community Liaison	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:

The school counselors advocate for students, for the counseling profession and for change. By removing barriers that prevent student learning and providing strategies for closing the equity achievement gaps among students, school counselors continually advocate for academic, career, and the social/personal success for all students. Advocacy is a key role of every school counselor serving the individual, group, or school.
The counselor will work to:

• Promote access to and success in a rigorous academic curriculum for each student.

• Remove barriers that prevent student learning

• Provide strategies for closing the equity achievement gaps among students

• Develop ongoing counseling programs and advisement that ensure every student has an on-going connection with an adult.

• Create opportunities to support student learning

• Ensure the academic, career, and personal/social development for all students

• Ensure equitable access to educational and career exploration opportunities for all students.

As a collaborator the school counselor will collaborate with all members of the school community and its stakeholders. This will create an environment that promotes student achievement and commitment to the school's mission statement.
The school counselor will work to:

• Model the commitment to the mission of the school

- Collaborate with staff to provide professional development that enhances student access

- Establishes a comprehensive school counseling program that engages the educational community to ensure that all students benefit from the program

- Offers parent/guardian information and training in the community to enhance the educational opportunities for students and their families

- Maintains an open communication style to foster an effective teaming culture and a sense of community for the school system

- Participates in the school leadership teams, using skills in networking, problem-solving, and mediation in the educational community

- Embraces feedback that supports continual program improvement

In 2004, the District began the Twilight Academy, which served students in grades 9-12 in the after-school hours at Easton Area High School. In 2007, the Easton Area School District established Easton Area Academy, which serves students in grades 6-12. Consistent with the mission of the Easton Area School District, The Easton Area Academy respects the diversity of its student population and is dedicated to the importance of developing our students into responsible citizens. We will provide each student with a high quality, tailored instructional program designed to enhance and support academic, social, and emotional needs. Easton Area Academy offers a structured learning environment through the use of alternative methods and technology to achieve success capitalizing on each student's individuality. The Easton Area School District obtains approval for Alternative Education for Disruptive Youth Program through PDE. The Easton Area Academmcy complies with all AEDY Guidelines and Policies and provides PDE with data in the end of year report, including information pertaining to progress on performance indicators described in the AEDY Guidelines.

Communication of Educational Opportunities

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

Newsletters	X	X	X	X
Press Releases	X	X	X	X
School Calendar	X	X	X	X
Student Handbook	X	X	X	X

Communication of Student Health Needs

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

Frequency of Communication

Elementary Education - Primary Level

- More than once a month

Elementary Education - Intermediate Level

- More than once a month

Middle Level

- More than once a month

High School Level

- More than once a month

Collaboration for Interventions

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

Teachers and interventionists assgined to the district's respective buildings are offered time to collaborate on issues regarding data and placement into appropriate interventions on a regular basis during the school day and during professional development time before and after school hours. Further, during Child Study Team meetings, students experiencing difficulties in the regular education environment are discussed whereby a plan is developed

that may include varying interventions to meet the individual student's needs. Each principal is required to develop a specific action plan outlining how that process would work in their respective buildings.

Community Coordination

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

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

The Easton Area School District is providing preschool opportunities for children pre-K through grade one. The District collaborates with its pre-K partners in order to provide these services for preschool children throughout the District. The District, in collaboration with Family Connection, has created a Birth to 12 Comprehensive Literacy Plan. Each component of this plan, including literacy, writing, transitions, and special education, contains elements that address the needs of children birth through grade one. The District works collaboratively with its partner, Family Connections, to identify and support students eligible for preschool.

At the middle school level, the District operates a comprehensive after-school program focusing on STEM through the 21st Century Community Learning Center Grant. The program operates four nights per week for three hours daily over 36 weeks. The program has an academic and enrichment component, with the academic portion focusing on math and reading remedial supports, homework help, and project-based learning. The enrichment component encompasses physical education, character education, art and culture, mentoring, service learning, guest speakers, career awareness, and a focus on STEM curriculum. Parent involvement is also paramount within this program.

Tutoring services are available for students during the school day at Easton Area High School and in the middle school after-school program through the District's partnership with Lafayette College.

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.

Preschool age children with disabilities are supported by the Colonial Intermediate Unit 20. The Easton Area School District holds an annual Parent Information Night in February to describe school-age services and the process of transitioning from Early Intervention to school-age support. Once the District receives records, EASD staff begin visiting and observing the children in their pre-school setting as part of the determination process. The district does not operate any pre-Kindergarten programs or contract with any agencies to do so.

The transition process begins at the February Parent Information Night, in which Easton Area School District staff provide support and service information to the parents. To the extent possible, and based on eligibility, the district attempts to provide seamless services. Parents participate in the team process to help design a program that meets their child's specific needs. Many times, part of the transition may include temporary support and collaboration from an outside provider, such as a TSS worker, behavior specialist, or speech therapist.

Materials and Resources

Description of Materials and Resources

Elementary Education-Primary Level

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

Provide explanation for processes used to ensure Accomplishment.

The District Administration utilizes computer software to monitor supply and usage of materials to assess how effective materials and resources are utilized at the building level. In addition instructional materials and resources are reviewed on a regular basis following a 5-year curriculum cycle as follows:

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.

The District Administration utilizes computer software to monitor supply and usage of materials to assess how effective materials and resources are utilized at the building level. In addition instructional materials and resources are reviewed on a regular basis following a 5-year curriculum cycle as follows:

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	Developing
Accessibility for students and teachers is effective and efficient	Accomplished
Differentiated and equitably allocated to accommodate diverse levels of student motivation, performance and educational needs	Developing

Provide explanation for processes used to ensure Accomplishment.

The District Administration utilizes data bases and computer software to monitor supply and usage of materials to assess how effective materials and resources are utilized at the building level. In addition instructional materials and resources are reviewed on a regular basis following a 5-year curriculum cycle.

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	Developing
Accessibility for students and teachers is effective and efficient	Accomplished
Differentiated and equitably allocated to accommodate diverse levels of student motivation, performance and educational needs	Developing

Provide explanation for processes used to ensure Accomplishment.

The District Administration computer software to monitor supply and usage of materials to assess how effective materials and resources are utilized at the building level. In addition instructional materials and resources are reviewed on a regular basis following a 5-year curriculum cycle.

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

Family and Consumer Sciences	Full Implementation
Geography	Full Implementation
Health, Safety and Physical Education	Full Implementation
History	Full Implementation
Science and Technology and Engineering Education	Full Implementation
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	Full Implementation
Early Childhood Education: Infant-Toddler→Second Grade	Full Implementation
English Language Proficiency	Full Implementation
Interpersonal Skills	Full Implementation
School Climate	Full Implementation

Further explanation for columns selected "

.

Elementary Education-Intermediate Level

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

Economics	Full Implementation
Environment and Ecology	Full Implementation
Family and Consumer Sciences	Full Implementation
Geography	Full Implementation
Health, Safety and Physical Education	Full Implementation
History	Full Implementation
Science and Technology and Engineering Education	Full Implementation
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	Full Implementation
English Language Proficiency	Full Implementation
Interpersonal Skills	Full Implementation
School Climate	Full Implementation

Further explanation for columns selected "

Middle Level

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

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

Further explanation for columns selected "

This narrative is empty.

High School Level

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

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

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 have another early warning system that we are currently utilizing.

Professional Education

Characteristics

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

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

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

The district utilizes direct input from respective stakeholders to assist in developing the continuing professional development plan and surveys the staff after each in-service training for feedback. These items are also discussed at meetings of the district administration and during the Professional Education Committee which are scheduled on a regular basis throughout the school year.

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

Not applicable.

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:
1/20/2015
6/17/2015
The LEA plans to conduct the required training on approximately:
6/1/2018

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:
6/8/2016
6/7/2017
The LEA plans to conduct the training on approximately:
6/1/2018

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
Not Applicable for our school entity

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 utilizes direct input from the respective stakeholders to assist in developing the continuing professional development plan and surveys the staff after each in-service training for feedback. These items are also discussed principal meetings which are scheduled on a regular basis throughout the school year.

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

Not Applicable

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.

- Not Applicable

Unchecked answers

  None.

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

The Easton Area School District (EASD) induction program is a 10-month program which comprises one school year in length. At the beginning of the school year, all teacher inductees attend a three day pre-employment training session. The three-day pre-employment training session provides the teacher inductees with an opportunity to meet central and building level administrative staff, to tour district facilities/neighborhoods and witness the students' diverse socio-economic backgrounds, to review district and building level goals and initiatives, and to receive an overview of district and school safety procedures. Each teacher inductee is assigned a mentor teacher.
All EASD mentor teachers are required to be tenured professional staff with a minimum of three years teaching experience in EASD. Whenever possible, mentor teachers work in the same building, grade level and/or subject area of their teacher inductees. Teacher inductees meet regularly with their mentor teachers to review district and building initiatives, policies and procedures. These meetings are recorded on individual log sheets, which are submitted to the human resources office three times per school year, and serve to document inductee/mentor meetings and discussion topics. Teacher inductees meet with their mentor teachers to review effective teaching strategies including, but not limited to, differentiated instruction, standards aligned system, state academic standards, assessment anchors, eligible content, district curriculum, data analysis and school-based Positive Behavioral Interventions and Support (PBIS). Teacher inductees are required to complete a minimum of three (3) peer evaluations during the school year. The peer evaluations provide teacher inductees with support in the areas of classroom management and instruction/curriculum. Teacher inductees receive training in the Pennsylvania Department of Education's Standards-Aligned System Professional Development Center coursework website. During the first semester of the school year, teacher inductees are required to complete professional development courses dealing with planning and preparation, classroom environment and instruction. Teacher inductees also review with their mentor teachers the Pennsylvania Department of Education's teacher evaluation model, which is modeled after the Charlotte Danielson Framework for Teaching. Teacher inductees are required to complete a review of School Board policies relative to student safety including hazing, unlawful harassment, anti-bullying, tobacco use and child/student abuse.
Throughout the school year, teacher inductees are included in on-going professional development as outlined in the district's Continuing Professional Education Plan (Act 48). The District utilizes six (6) additional days within the teacher work year for professional development activities. Teacher inductees meet monthly with their grade level/subject

area/department teams to discuss curricular issues in a smaller team environment. Finally, all teachers are required per contract to complete professional development time daily. These monthly curriculum meetings and daily professional development sessions enable the teacher inductees to develop a sense of collegiality and camaraderie with other members of the faculty. EASD incorporates all of the above strategies into the EASD Induction Program.

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

Not Applicable

Needs of Inductees

Checked answers

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

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

- Student PSSA data.

- Standardized student assessment data other than the PSSA.

- Classroom assessment data (Formative & Summative).

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

- Review of inductee lesson plans.

- Review of written reports summarizing instructional activity.

- Submission of inductee portfolio.

- Knowledge of successful research-based instructional models.

- Information collected from previous induction programs (e.g., program evaluations and second-year teacher interviews).

Unchecked answers

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

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

The Easton Area School District (EASD) utilizes multiple measures to assess the needs of its teacher inductees. Regular and on-going data analysis including review of formative and

summative student assessment data is at the foundation of all of our professional practices. Teacher inductees work with their mentor teachers, grade level/department teams and school administration to analyze student assessment data including PSSA, Keystone, CDTs, DIBELS, and Star reading and mathematics assessment results. Based on these discussions, changes are made to student instructional programs and implemented by the teacher inductees. Building/district administration conduct both formal and informal (walkthrough) evaluations of teacher inductees and provide immediate feedback via post-observation conferences as well as electronic feedback via a Google Walkthrough form to assist the teacher inductees in their development of instructional practices/lesson plans that are proven to increase student performance.

The EASD induction program requires teacher inductees to meet regularly with their mentor teachers. These meetings are recorded on log sheets, which are submitted to the human resources office three times per school year. Feedback regarding the effectiveness of the EASD induction program is received via the log sheets as well as through summative written assessments of the induction program. Based on the feedback received, changes are made to the teacher induction program to continually improve our support of teacher inductees.

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

A PA certified Principal/Administrator conducts observations and evaluations in accordance with the Teacher's collective bargaining agreement with the District.

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 Director of Human Resources collaborates with the building/district administration on the selection of mentor teachers. These individuals possess the aforementioned

professional characteristics/practices. Building/district administrators utilize the teacher evaluation process to identify teachers, who would serve as exemplary mentor teachers. Principals/district administrators also recognize teachers for mentoring roles based on their willingness to serve in leadership capacities within the schools, as well as through their desire to remain current with instructional/curricular practices through participating in the district's professional development offerings.   Building/district administration attempts to provide as much common planning time during the student instructional day as possible so that the teacher inductees and the mentor teachers have regular opportunities to meet. Moreover, the teachers' collective bargaining agreement requires all teachers to complete daily professional development time prior to the beginning of the student day. This professional development time is utilized by teachers for a variety of instructional/curricular purposes including data analysis and lesson/unit planning. Lastly, the teachers' collective bargaining agreement provides mentor teachers with a stipend for their willingness to provide collegial support to the teacher inductees.

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

Not Applicable

Induction Program Timeline

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

If necessary, provide further explanation.

Not Applicable

Monitoring and Evaluating the Induction Program

Identify the procedures for monitoring and evaluating the Induction program.

The Director of Human Resources monitors the Easton Area School District (EASD) induction program. The district/building administration and/or the EASD Continuing

Professional Education Committee plan all pre-employment training and other professional development sessions. The Director of Human Resources collects and reviews the teacher inductee activity logs and support teacher checklists. At the end of the school year, teacher inductees and mentor teachers complete induction program evaluations. These evaluation forms are submitted to the Director of Human Resources, who reviews them and adjusts the induction program in subsequent years, accordingly.

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: **1355**

Identification Method

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

The Easton Area School District is committed to identifying students who are demonstrating difficulty with retaining or acquiring basic skills. When a student demonstrates such difficulty and the difficulty is noticed by a teacher or parent, the student is referred to the Child Study Team who reviews performance data which may include academic, behavioral and attendance data. At this point, the team may recommend strategies or interventions that can be implemented in the classroom, while progress is monitored. If the student does not demonstrate improved performance the District may recommend an initial evaluation to determine if the student is eligible to receive special

education services.

When a student is evaluated, the District can utilize as part of the formal evaluation process; team input, record review, functional behavioral assessments, parent/ classroom observations, cognitive and achievement assessments and progress monitoring data. If there is a statistical and significant discrepancy between cognitive ability and academic achievement, and the student requires specially designed instruction, the student may be determined to be eligible for special education services as a student with a Specific Learning Disability. The District must ensure that the discrepancy is not a result of factors such as health, socioeconomic status, lack of appropriate instruction, limited English proficiency or cultural factors.

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

The Easton Area School District enrollment difference, based on 2013-14 data, in specific areas and among different classification of disability categories when compared to data pertaining to the state of Pennsylvania are located in the following chart. The significant disproportionalities appear in bold type:

	LEA	STATE
Total Enrollment	8,828	1,753,536
Total Special Education Enrollment	1,314	269,349
Percent Special Education	14.9%	15.4%
Percent of Special Education Enrollment by Disability		
Autism	6.8%	9.4%
Deaf-Blindness	---	0.0%
Emotional Disturbance	4.3%	8.4%
Hearing Impairment Including Deafness	---	1.0%
Intellectual Disability (Mental Retardation)	5.1%	6.7%
Multiple Disabilities	**1.6%**	**1.1%**
Orthopedic Impairment	---	0.3%
Other Health Impairment	**13.4%**	**12.3%**
Specific Learning Disability	**57.9%**	**44.3%**
Speech or Language Impairment	9.9%	15.8%
Traumatic Brain Injury	---	0.3%

Visual Impairment Including Blindness   ---   0.4%

Based upon the Special Education Data Report from 2013-14, the Easton Area School District does not have any significant disproportionality within the data. However, the Easton Area School District recognizes that the percentage of students identified with a special learning disability is 13.6% higher than the state average. The percentage of student identified with other health impairment is 1.4% higher than the state average and the percentage of students with multiple disabilities is .5% higher than the state average. Although these are slight differences, the District is making efforts to further analyze the breakdown of current other health impairments and specific learning disabilities to stay ahead of future trends that the District could be encountering.

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?

All students with disabilities that are residing within residential centers, homes or institutions, treatment centers or homes for orphans; who are considered non-residents are provided a free and appropriate public education (FAPE) through Easton Area School District. The Easton Area School District collaborates with these centers to ensure that each student who is placed within a center, home or institution is registered within the District. At that time the District requests and reviews all of the special education paperwork from previous districts. An IEP meeting is held to ensure the student will receive appropriate services and receives an appropriate placement, which meets his/ her needs. If at any time, previous records are not obtained, the District begins the evaluation process to ensure proper identification of needs. In addition, if parents/ guardians who hold educational rights are not accessible, the District may obtain a surrogate to ensure the rights of the student are met. At this time, no barriers exist that limit the District's ability to meet its obligations of non-resident students.

Incarcerated Students Oversight

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

The Easton Area School District is the host for both the Northampton County Prison and Northampton County Detention Center. The District has formed a partnership for the

delivery of services in both facilities and has a formal process for identification in place to provide FAPE for each student entering into either site. The Easton Area School District contracts with the Colonial Intermediate Unit #20 to provide thirty-five hours per week of instruction to every student entering into the Northampton County Detention Center. Certified teachers provide the general education curriculum that aligns to Easton Area School District to both general education students and special education students. In addition, the Easton Area School District contracts with Colonial Intermediate Unit #20 to run the Adult Prison Education Program.

The Easton Area School District and Colonial Intermediate Unit #20 have developed and approved a system of oversight to ensure that all incarcerated students who may be eligible for special education are located, identified, evaluated and when deemed eligible, are offered FAPE. In accordance with provisions set forth in IDEA the following procedures will be used in regard to inmates at the Northampton County Prison:

On receipt of an inmate under the age of 21, or who turns 21 prior to June 30 of the current school year, the Easton Area School District will secure records from the student's last district. If the inmate is found to have been a special education student prior to incarceration in the adult facility, the provision of FAPE will be provided. The ER and IEP process in place will be initiated by the Easton Area School District. The Provision of FAPE will be offered to all inmates with disabilities with the exception of those students 18-21 who were not identified as having been a child with a disability under Section 602(3) of the Act or did not have an IEP. In accordance with the aforementioned amendments, a general screening will not take place. After an IEP has been developed, the program will be provided through agencies contracted by Northampton County Prison and/or as necessary by EASD or their contracted agency. In line with requirements, a copy of the Annual Notice has been forwarded to the Warden in English and Spanish. Other language notices will be provided upon request. Accounting will be in accordance with Pennsylvania Child Accounting guidelines as they apply to inmates/institutionalized children.

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.

The Easton Are School District supports inclusion through a range of appropriate inclusionary programming. Instructional techniques such as co-teaching, differentiated instruction, flexible grouping and cooperative learning are used to enhance opportunities for appropriate inclusion of special education students in the general education classroom. IEP teams have been trained to understand the concept of least restrictive environment and to consider opportunities for eligible students to be educated in the environment where they would normally attend if not exceptional. The LEA at each IEP team meeting supervises this process and involves appropriate Special Education Administration when necessary. During the IEP and Reevaluation process, parent input and professional expertise is utilized to develop highly individualized special education programming and to foster decisions regarding placement.

Most eligible students within Easton Area School District receive special education services within their community based school building; where services are provided for all grade levels and in most cases within the student's home school. A student's assessed needs are documented within the IEP which drive the degree of service for students, whether inside the general education classroom or in a special education environment. Interventions, adaptations of materials and alternative forms of assessment further maximize the benefit of inclusion and are outlined in each individual IEP. In addition, the Easton Area School District provides paraprofessional support to students based on assessed need.

The Easton Area School District utilizes the Colonial Intermediate Unit #20 to support specific students within the school district who require related services. Additionally, the District contracts with the Colonial Intermediate Unit #20 for appropriate placements for selected students both within the Easton Area School District and in neighboring districts. Students who receive related services or who are attending IU#20 classrooms within the District are provided equal access to all education experiences.

At times, in an effort to provide a Free and Appropriate Public Education (FAPE), it becomes necessary to pursue placement options outside of the school district. In keeping with the concept of least restrictive environment, serious attempts are made to provide an appropriate placement in a neighboring school district with the intent to make every effort to reasonably consider the return of these students to the school district and to accommodate these students upon their return. In instances when a student demonstrates a lack of meaningful progress or benefit from their current educational placement; or a student's educational or emotional needs necessitate a more structured and restrictive environment, the Easton Area School District will utilize placements in Approved Private Schools or other outside educational placements to ensure they receive an appropriate program commensurate with their type and degree of need in the Least Restrictive Environment.

The Easton Area School District continues to review options to relocate Colonial Intermediate Unit #20 classrooms within the District and review the transition process that is used to return students to the District located programs to ensure the student success. The Easton Area School District will also continue district wide, building based and team

based training with assistance from PDE/ PaTTAN, the Colonial Intermediate Unit and other outside agencies with expertise in a full range of supplemental aids and services, an understanding of specific types of disabilities and the most effective, research-based interventions to ensure meaningful educational benefit for these disabilities.

According to the Easton Area School District performance on Indicator 5 of the 2013-14 school year, the District met the target goal for special education students educated inside the regular class 80% or more of the day. The state average was 62.4% and the District percentage was 71.1. The Easton Area School District also met the target for Special Education students in other settings. The District has 1.0% of its students in other settings while the state average was 4.8%. However, the District missed the target percentage of special educations students educated inside the regular class less than 40% of the day. The state average was 8.9% and the District percentage was 14.8. The District is taking steps to review the Early Intervention Procedure for the District to improve the transition and review of individual students. In addition, the District will be utilizing PaTTAN trainings to support more inclusive practices.

Behavior Support Services

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

The Easton Area School District believes in the importance of supporting students with disabilities using Positive Behavior Support (PBS) techniques for the development, change, and maintenance of behaviors that are designed the be the least intrusive to the student. The District also believes that positive behavior supports are a district-wide initiative being implemented across school buildings, classrooms, and individual student levels. The District's policy on Positive Behavior Supports is designed to enable children with individualized educational programs (IEPs), who need a Behavior Support Plan, to benefit from their free appropriate educational program (FAPE) within the least restrictive environment (LRE) in accordance with the requirements in Pennsylvania's regulations and standards.

Aversive techniques of handling behavior are considered inappropriate and may not be used by agencies in education programs. The District will utilize methods of positive reinforcement to shape a student's behavior, ranging from the use of positive verbal statements, as a reward for good behaviors to specific tangible rewards.

The Behavior Support Plan for a child with an IEP must be designed and implemented with members of the IEP team and following a Functional Behavior Assessment that addresses the antecedents, behaviors of concern, consequences maintaining behavior and the function of the behavior. The Behavior Support Plan will be designed around research based practices and techniques used to develop the desired behaviors through replacement skills,

alternative teaching strategies and consequence strategies in decreasing the behaviors of concern as well as increasing the desired behaviors.

Physical restraints may only be used as a crisis intervention to control acute aggressive behavior when the student is acting in a manner as to be a clear and present danger to him/herself, to other students, to employees, or others, and only when less restrictive measures and techniques have proven to be ineffective.

The use of physical restraint, as written in the child's Crisis Management Plan to control aggressive behavior, shall cause a meeting of the IEP team to review the current IEP for appropriateness and effectiveness. In addition, the parent, special education supervisor and PA Department of Education will be notified after a restraint occurs.

The Easton Area School District has been committed to and will remain committed to provide Therapeutic Aggression Control Techniques (TACT- 2) training for staff that includes de-escalation techniques and restraints. Staff will continue to be trained on de-escalation techniques to ensure that staff members are aware that they should restrain only in the event that a student is an immediate danger to themselves or others, or when verbal de-escalation proves unsuccessful. Each building has identified a Crisis Team that will assist in any crisis situation within the school setting.

Easton Area School District special education teachers, school psychologists, school counselors and our Behavior Specialist have received extensive training in Functional Behavior Assessments (FBAs) and developing individualized Positive Behavior Support Plans (PBSPs). The District continues to monitor this process and provide support to staff to meet behavioral needs of students in classrooms. Trainings will continue on an individual basis and for specific groups of stakeholders, to ensure fidelity of the process and review of necessary components of both FBAs and PBSPs in the future.

The Easton Area School District utilizes Community in Schools, Valley Youth House and Center for Humanistic Change to provide Behavioral Health Services across grade levels and support to those students with IEPs. The District also employs a Behavior Specialist to assist teams that work with students with higher needs; to develop Functional Behavior Assessments, implement Behavior Support Plans and/ lead student groups or provid 1:1 instruction on social skills and behavior modifications.

The Easton Area School District believes that positive reinforcement, recognition, and data-based decision making is in the best interest of our students, both regular education and special education students, faculty, staff, and stakeholders. The District continues to believe in and implement a school-wide positive behavior support program for all students' from Kindergarten through 12th grades with the goal to reduce disciplinary referrals, increase student attendance, and ultimately improve school climate and student achievement.

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 Easton Area School District does not have any difficulty ensuring FAPE for any student or disability category. The District currently provides a continuum of services from K-12 with the necessary supplemental aids and services to support appropriate inclusion opportunities for students with disabilities. The District currently operates its own Alternative Education for Disruptive Youth Program through the Easton Area Academy and an Easton Area Cyber Academy for students whom the IEP team recommends placement. In addition, through the Colonial Intermediate Unit #20, we are able to provide programs both in and out of District that support students with extensive needs. Through the Colonial Intermediate Unit #20, we are also able to provide related services that ensure that FAPE is met for all students in the Easton Area School District.

There are times when a student's needs are more intense than what can be supported through District programs or classrooms in the Colonial IU #20. In these cases, the District will work with Approved Private Schools, outside agencies and organizations to support the District's efforts to provide FAPE and together with the parents, explore all possible placements that are appropriate in meeting the student needs. If there are students who are placed in residential or partial hospitalization programs, the District work with the agency and family to ensure that the student continues to receive education services in those settings. When appropriate and needed, the Easton Area School District does allow homebound instruction and/ instruction in the Home for a short period of time, in order to receive educational services while appropriate placement and/ services are being determined.

The Easton Area School District continues to review the number of students who attend Colonial Intermediate Unit #20 classrooms out of Easton Area School District, to determine when it is appropriate to relocate these classrooms within the District. The District continues to review transition plans for student returning from the IU#20 classrooms as well as those students returning from Approved Private Schools, Easton Area Academy, Easton Area Cyber Academy and additional outside placements, to ensure necessary and appropriate supports are in place when the student transitions so the student is successful in his/ her return to the District and transition to regular education classrooms.

Strengths and Highlights

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

The Easton Area School District has a commitment to provide quality educational programming for all of our exceptional students. The District provides a continuum of services for students in need of Special Education and related services that allow for students to be educated in the Least Restrictive Environment with non-disabled peers. The Easton Area School District staff is dedicated to careful planning and teamwork among special education and regular education teachers, administrators, related service staff, paraprofessionals and parents to achieve desired programming based on individual needs, through services and supports implemented in each student IEP.

Strengths and Highlights of the program include:

- The majority of Easton Area School District special education students participate within the general education classroom for at least part of their day. The District provides supports and services in order to increase instructional time for students with disabilities in the general education environment. The supports and services include but are not limited to; related services, physical modifications, social and emotional supports such as social skills training and behavioral support, modified activities and in class supports such as co-teaching and/ paraprofessional support.

- The Easton Area School District collaborates with the Colonial Intermediate Unit #20 to transition from Early Intervention services to school age services. The District holds Early Intervention Days that are held for parents to meet with school psychologists to individually discuss the process and have any questions answered during the transition. The District has found increased participation from parents and a smooth transition for into the District.

- The Easton Area School District utilizes Data Teams and Child Study Teams K-12 to proactively identify students who are at risk behaviorally and/ academically, and implements interventions to monitor progress of these students.

- The Easton Area School District has made special education trainings a top priority for all administrators, teachers, paraprofessionals, and additional support staffs; to further build capacity in IEP teams in addition to building skills to support/ assist students with disabilities in the classroom. These trainings are offered during summer professional development days, scheduled teacher in-service and afterschool professional development time. Special Education teachers also receive trainings during their department meetings throughout the school year. Training focus has been and will remain on behavior management, progress monitoring/ data collection, special education law, IEP development, roles/ responsibilities as an IEP team member, differentiated instruction and understanding specific disability/ needs.

- The Easton Area School District employs para-educators to provide supports to students within the general education classroom or individually through the IEP process. The para-educators receive trainings to ensure that they are able to provide adequate support for the students in both small group and in the regular education classrooms. These

trainings include special education law, differentiation, confidentiality, behavior management, first aid/ CPR, Personal Care Assistance and specific disability information.

- The special education students of the Easton Area School District are assessed using the same assessments as the general education students such as, common assessments, PSSAs and Keystones. The PASA is administered to special education students as an alternative assessment for those that meet the requirement. Special Education students are also progress monitored at all levels to assess progress towards IEP goals.

- The Easton Area School District provides periods throughout student's schedules to provide interventions/ enrichment based on individual needs of students. These interventions include but are not limited to Plato, Wilson Reading, Read 180, System 44, Read naturally, Study Island, Edmark, Rewards, and Saxon Math.

- The Easton Area School District collaborates in educational partnerships with local community and parent organizations to provide services to staff, parents and students. Partnerships with Provider 50, Colonial IU#20, United Way, Community in Schools, Valley Youth House, local universities and businesses, have proved beneficial in supporting all stakeholders.

- The Easton Area School District employs a Behavior Specialist who works with K-12 teams to help support special education students and regular education students in the regular education classroom. The Behavior Specialist observes, collects data and creates Functional Behavioral Assessments to find the function of behaviors exhibited in the classroom and assists team in the development of a positive behavior support plan. The Behavior Specialist also works with teachers to provide specific strategies and provide trainings on teachers on classroom management to maximize student engagement.

- The Easton Area School District has instituted K-12 social skills for both regular education and special education students. After needs are assessed, students can participate in individual or group classes that are conducted by guidance counselors, the District Behavior Specialist, special education teachers or outside agencies. Students with social/ emotional needs identified through evaluations are provided a research based program to address specific needs and provided support in the regular education classroom.

- The Easton Area School District began a BRIDGES program (Building Real Independence and Deriving Genuine Experiences) at our high school which has been designed and implemented by a team of special education transition teachers, which focuses on life after high school specifically independent living, post secondary education and employment. Opportunities include community outreach classes focusing on volunteering; vocational skills, job transitions that have been developed in the high school for students. The BRIDGE teachers are looking for additional job transition opportunities in schools within the District and will look to businesses in the community to develop opportunities for students within the District.

- The Easton Area School District employs a Transition teacher who is part of the BRIDGE program and focuses on college and career preparation through interest inventories, college visits and college guest speakers. The Transition teacher also serves as a liaison for the Special Education Department and the Disability Coordinators at colleges, guidance counselors and CIT. The Transition teacher also serves as a resource to the IEP team and students; who provide more individual and directed guidance.

- The Easton Area School District provides nurses and staff nurses for all students and to assist with individualized health plans

- The Easton Area School District provides counseling services for all students K-12 through guidance and community partnerships within school buildings.

- The Easton Area School District utilizes psychiatrists provided through Colonial Intermediate Unit #20 when emotional needs exceed psychological services.

- The Easton Area School District utilizes instructional technology in classrooms throughout the District and assistive technology devices for students with complex learning disabilities to access the curriculum as well as to increase success in the community.

- The Easton Area School District employs an attendance officer as well as utilizes the Truancy Officer and services through the Colonial Intermediate #20.

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
Northampton County Juvenile Detention Center	Incarcerated	Colonial Intermediate Unit 20	9
Northampton County Prison	Incarcerated	Colonial Intermediate Unit 20	3

Least Restrictive Environment Facilities

Facility Name	Type of Facility	Type of Service	Number of Students Placed
Centennial School District	Neighboring School Districts	Emotional Support	3
Lehigh Learning Academy	Approved Private Schools	Learning Support	2
Easton Area Academy	Neighboring School Districts	Emotional Support	9
Nazareth Area School District	Neighboring School Districts	Autistic Support	9
Bangor Area School District	Neighboring School Districts	Autistic Support	6
Wilson Area School District	Neighboring School Districts	Autistic Support	1
Bethlehem Area School District	Neighboring School Districts	Hearing Support	1
Pen Argyl Area School District	Neighboring School Districts	Life Skills Support	4
Nazareth Area School District	Neighboring School Districts	Life Skills Support	9
Northampton Area School District	Neighboring School Districts	Life Skills Support	5
Wilson Area School District	Neighboring School Districts	Life Skills Support	12
Colonial Intermediate Unit 20	Special Education Centers	Life Skills Support	5
Instruction in Home	Instruction in the Home	LS	1
Saucon Valley School District	Neighboring School Districts	Physical Support	2
Bethlehem Area School District	Neighboring School Districts	Multiple Disabilities Support	6
Northampton Area School District	Neighboring School Districts	Physical Support	6
Wilson Area School	Neighboring School	Multiple Disabilities	5

District	Districts	Support	
Colonial Academy	Other	Alternative Education	1
Colonial Academy	Other	Emotional Support	14
Nazareth Area School District	Neighboring School Districts	Partial Hospitalization	4

Special Education Program Profile

Program Position #1 - Proposed Program

Operator: Intermediate Unit

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: August 25, 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
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	8 to 10	9	1
Locations:				
Paxinosa	An Elementary School Building	A building in which General Education programs are operated		

Program Position #2 - Proposed Program

Operator: Intermediate Unit

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: August 25, 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
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	8 to 10	8	1
Locations:				
Paxinosa	An Elementary School Building	A building in which General Education programs are operated		

Program Position #3 - Proposed Program

Operator: Intermediate Unit

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: August 25, 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
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	12 to 15	11	1
Locations:				
Easton	A Middle School Building	A building in which General Education programs are operated		

Program Position #4 - Proposed Program

> *Operator:* Intermediate Unit
>> **PROPOSED PROGRAM INFORMATION**
>>> *Type:* Class
>>> *Implementation Date:* August 25, 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
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	10 to 12	11	1
Locations:				
EAMS	A Middle School Building	A building in which General Education programs are operated		

Program Position #5 - Proposed Program

> *Operator:* Intermediate Unit
>> **PROPOSED PROGRAM INFORMATION**
>>> *Type:* Class
>>> *Implementation Date:* August 25, 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
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	14 to 17	12	1
Locations:				
EAHS	A Senior High School Building	A building in which General Education programs are operated		

Program Position #6 - Proposed Program

> *Operator:* Intermediate Unit
>> **PROPOSED PROGRAM INFORMATION**
>>> *Type:* Class
>>> *Implementation Date:* August 25, 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
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	15 to 18	14	1
Locations:				
EAHS	A Senior High School Building	A building in which General Education programs are operated		

Program Position #7 - Proposed Program

Operator: Intermediate Unit

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: August 25, 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
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	15 to 18	15	1
Locations:				
EAHS	A Senior High School Building	A building in which General Education programs are operated		

Program Position #8 - Proposed Program

Operator: Intermediate Unit

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: August 25, 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
Full-Time Special Education Class	Autistic Support	5 to 7	8	1
Locations:				
Cheston	An Elementary School Building	A building in which General Education programs are operated		

Program Position #9 - Proposed Program

Operator: Intermediate Unit

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: August 25, 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
Full-Time Special Education Class	Autistic Support	6 to 9	8	1
Locations:				
Shawnee	An Elementary School Building	A building in which General Education programs are operated		

Program Position #10

Operator: Intermediate Unit

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Autistic Support	15 to 18	4	1
Locations:				
EAHS	A Senior High School Building	A building in which General Education programs are operated		

Program Position #11 - Proposed Program

Operator: Intermediate Unit

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: August 25, 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
Full-Time Special Education Class	Physical Support	5 to 8	3	1
Locations:				
Paxinosa	An Elementary School Building	A building in which General Education programs are operated		

Program Position #12 - Proposed Program

Operator: Intermediate Unit

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: August 25, 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
Full-Time Special Education Class	Multiple Disabilities Support	17 to 21	6	1

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

Program Position #13 - Proposed Program
Operator: School District
PROPOSED PROGRAM INFORMATION
Type: Class
Implementation Date: August 25, 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	Learning Support	15 to 18	19	1
Locations:				
EAHS	A Senior High School Building	A building in which General Education programs are operated		

Program Position #14 - Proposed Program
Operator: School District
PROPOSED PROGRAM INFORMATION
Type: ClassandPosition
Implementation Date: August 25, 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	Learning Support	14 to 19	24	1
Justification: Students on caseload are not all in same class, they vary from Freshman to Seniors.				
Locations:				
EAHS	A Senior High School Building	A building in which General Education programs are operated		

Program Position #15 - Proposed Program
Operator: School District
PROPOSED PROGRAM INFORMATION
Type: Class
Implementation Date: August 25, 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	Learning Support	16 to 17	15	1

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

Program Position #16 - Proposed Program
Operator: School District
PROPOSED PROGRAM INFORMATION
Type: Class
Implementation Date: August 25, 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
Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 18	15	1
Locations:				
EAHS	A Senior High School Building	A building in which General Education programs are operated		

Program Position #17
Operator: School District
PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 18	17	1
Locations:				
EAHS	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 17	15	1
Locations:				
EAHS	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	16	1
Locations:				
EAHS	A Senior High School Building	A building in which General Education programs are operated		

Program Position #20 - Proposed Program

> *Operator:* School District
> **PROPOSED PROGRAM INFORMATION**
>> *Type:* Class
>> *Implementation Date:* August 25, 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	Learning Support	14 to 18	20	1
Locations:				
EAHS	A Senior High School Building	A building in which General Education programs are operated		

Program Position #21

> *Operator:* School District
> **PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 18	17	1
Locations:				
EAHS	A Senior High School Building	A building in which General Education programs are operated		

Program Position #22 - Proposed Program

> *Operator:* School District
> **PROPOSED PROGRAM INFORMATION**
>> *Type:* Class
>> *Implementation Date:* August 25, 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
Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 19	15	1
Justification: Students are not in same class together, they are just on the same teacher's caseload.				
Locations:				
EAHS	A Senior High School Building	A building in which General Education programs are operated		

Program Position #23 - Proposed Program

> *Operator:* School District
> **PROPOSED PROGRAM INFORMATION**
>> *Type:* Class
>> *Implementation Date:* August 25, 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
Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 20	15	1
Justification: Students are never in the same class together, they are merely on the same teacher's caseload.				
Locations:				
EAHS	A Senior High School Building	A building in which General Education programs are operated		

Program Position #24 - Proposed Program
Operator: School District
PROPOSED PROGRAM INFORMATION
Type: Class
Implementation Date: August 25, 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
Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 18	16	1
Locations:				
EAHS	A Senior High School Building	A building in which General Education programs are operated		

Program Position #25 - Proposed Program
Operator: School District
PROPOSED PROGRAM INFORMATION
Type: Class
Implementation Date: August 25, 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	Learning Support	14 to 19	24	1
Justification: Students are not in the same class, they are merely on the same teacher's caseload.				
Locations:				
EAHS	A Senior High School Building	A building in which General Education programs are operated		

Program Position #26 - Proposed Program
Operator: School District
PROPOSED PROGRAM INFORMATION
Type: Class

Implementation Date: August 25, 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	Learning Support	14 to 18	30	1
Locations:				
EAHS	A Senior High School Building	A building in which General Education programs are operated		

Program Position #27

Operator: School District

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 18	17	1
Locations:				
EAHS	A Senior High School Building	A building in which General Education programs are operated		

Program Position #28 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class
Implementation Date: August 25, 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	Learning Support	14 to 18	20	1
Locations:				
EAHS	A Senior High School Building	A building in which General Education programs are operated		

Program Position #29

Operator: School District

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	15 to 18	17	1
Locations:				
EAHS	A Senior High School Building	A building in which General Education programs are operated		

Program Position #30 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

> *Type:* Class
>
> *Implementation Date:* August 25, 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	Learning Support	14 to 16	15	1
Locations:				
EAHS	A Senior High School Building	A building in which General Education programs are operated		

Program Position #31 - Proposed Program

> *Operator:* School District

PROPOSED PROGRAM INFORMATION

> *Type:* ClassandPosition
>
> *Implementation Date:* August 25, 2014

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 20	20	1
Justification: Students are on the same caseload, not in the same classes				
Locations:				
EAHS	A Senior High School Building	A building in which General Education programs are operated		

Program Position #32 - Proposed Program

> *Operator:* School District

PROPOSED PROGRAM INFORMATION

> *Type:* Class
>
> *Implementation Date:* August 25, 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	Learning Support	8 to 10	18	1
Locations:				
March	An Elementary School Building	A building in which General Education programs are operated		

Program Position #33

> *Operator:* School District
>
> **PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	13 to 14	16	1
Locations:				
EAMS	A Middle School Building	A building in which General Education programs are operated		

Program Position #34 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: August 25, 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	Learning Support	12 to 14	15	1
Locations:				
EAMS	A Middle School Building	A building in which General Education programs are operated		

Program Position #35 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: August 25, 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
Supplemental (Less Than 80% but More Than 20%)	Learning Support	13 to 14	15	1
Locations:				
EAMS	A Middle School Building	A building in which General Education programs are operated		

Program Position #36 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: August 25, 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	Learning Support	12 to 13	15	1
Locations:				
EAMS	A Middle School Building	A building in which General Education programs are operated		

Program Position #37 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: August 25, 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	Learning Support	10 to 13	12	0.9
Locations:				
EAMS	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	7 to 8	1	0.07
Locations:				
Shawnee	An Elementary School Building	A special education Center in which no general education programs are operated		

Program Position #38 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: August 25, 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
Supplemental (Less Than 80% but More Than 20%)	Learning Support	12 to 14	14	1
Locations:				
EAMS	A Middle School Building	A building in which General Education programs are operated		

Program Position #39 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: August 25, 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	Learning Support	12 to 14	15	1
Locations:				
EAMS	A Middle School Building	A building in which General Education programs are operated		

Program Position #40 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: August 25, 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
Supplemental (Less Than 80% but More Than 20%)	Learning Support	12 to 14	12	1
Locations:				
EAMS	A Middle School Building	A building in which General Education programs are operated		

Program Position #41 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: August 25, 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	Learning Support	12 to 13	15	1
Locations:				
EAMS	A Middle School Building	A building in which General Education programs are operated		

Program Position #42 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: August 25, 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	Learning Support	12 to 13	14	1
Locations:				
EAMS	A Middle School Building	A building in which General Education programs are operated		

Program Position #43 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: August 25, 2014

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	12 to 14	32	1
Locations:				
EAMS	A Middle School Building	A building in which General Education programs are operated		

Program Position #44 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: August 25, 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	12 to 14	6	0.3
Locations:				
Easton Area Academy	A Junior/Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	15 to 18	7	0.3
Locations:				
Easton Area Academy	A Junior/Senior High School Building	A building in which General Education programs are operated		

Program Position #45 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

   Type: Class

   Implementation Date: August 25, 2014

   PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	10 to 13	20	1
Locations:				
EAMS	A Middle School Building	A building in which General Education programs are operated		

Program Position #46 - Proposed Program

   Operator: School District

PROPOSED PROGRAM INFORMATION

   Type: Class

   Implementation Date: August 25, 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	Learning Support	10 to 13	21	1
Locations:				
EAMS	A Middle School Building	A building in which General Education programs are operated		

Program Position #47

   Operator: School District

   PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	11 to 12	13	1
Locations:				
EAMS	A Middle School Building	A building in which General Education programs are operated		

Program Position #48

   Operator: School District

   PROGRAM SEGMENTS

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

Program Position #49 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: August 25, 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	Learning Support	11 to 11	15	1
Locations:				
EAMS	A Middle School Building	A building in which General Education programs are operated		

Program Position #50

Operator: School District

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	11 to 12	14	1
Locations:				
EAMS	A Middle School Building	A building in which General Education programs are operated		

Program Position #51 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: August 25, 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	Learning Support	10 to 11	14	1
Locations:				
EAMS	A Middle School Building	A building in which General Education programs are operated		

Program Position #52 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: August 25, 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	Learning Support	10 to 12	16	1
Locations:				
EAMS	A Middle School Building	A building in which General Education programs are operated		

Program Position #53 - Proposed Program

    Operator: School District

    PROPOSED PROGRAM INFORMATION

        Type: Class

        Implementation Date: August 25, 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	Learning Support	10 to 11	15	1
Locations:				
EAMS	A Middle School Building	A building in which General Education programs are operated		

Program Position #54 - Proposed Program

    Operator: School District

    PROPOSED PROGRAM INFORMATION

        Type: ClassandPosition

        Implementation Date: August 25, 2014

    PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	10 to 12	20	1
Locations:				
EAMS	A Middle School Building	A building in which General Education programs are operated		

Program Position #55 - Proposed Program

    Operator: School District

    PROPOSED PROGRAM INFORMATION

        Type: Class

        Implementation Date: August 25, 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	Learning Support	10 to 11	11	1
Locations:				
EAMS	A Middle School Building	A building in which General Education programs are operated		

Program Position #56 - Proposed Program

> *Operator:* School District
> **PROPOSED PROGRAM INFORMATION**
> > *Type:* Class
> > *Implementation Date:* August 25, 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	Learning Support	12 to 13	17	1
Locations:				
EAMS	A Middle School Building	A building in which General Education programs are operated		

Program Position #57 - Proposed Program

> *Operator:* School District
> **PROPOSED PROGRAM INFORMATION**
> > *Type:* ClassandPosition
> > *Implementation Date:* August 25, 2014
> **PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	10 to 12	19	1
Locations:				
EAMS	A Middle School Building	A building in which General Education programs are operated		

Program Position #58 - Proposed Program

> *Operator:* School District
> **PROPOSED PROGRAM INFORMATION**
> > *Type:* Class
> > *Implementation Date:* August 25, 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
Supplemental (Less Than 80% but More Than 20%)	Learning Support	6 to 8	11	1
Locations:				

Cheston	An Elementary School Building	A building in which General Education programs are operated		

Program Position #59 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: August 25, 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
Supplemental (Less Than 80% but More Than 20%)	Learning Support	8 to 10	12	1
Locations:				
Cheston	An Elementary School Building	A building in which General Education programs are operated		

Program Position #60 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: August 25, 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	Learning Support	7 to 9	18	1
Locations:				
Shawnee	An Elementary School Building	A building in which General Education programs are operated		

Program Position #61 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: August 25, 2014

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	7 to 10	17	1
Locations:				
Cheston	An Elementary School Building	A building in which General Education programs are operated		

Program Position #62 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: August 25, 2014

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	9 to 10	18	1
Locations:				
Cheston	An Elementary School Building	A building in which General Education programs are operated		

Program Position #63 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: August 25, 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	Learning Support	6 to 10	12	1
Justification: Students are not in the same classrooms, they are merely on the same teacher's caseload				
Locations:				
Forks	An Elementary School Building	A building in which General Education programs are operated		

Program Position #64

Operator: School District

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	8 to 10	16	1
Locations:				
Forks	An Elementary School Building	A building in which General Education programs are operated		

Program Position #65 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: August 25, 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	Learning Support	7 to 9	14	1
Locations:				
March	An Elementary School Building	A building in which General Education programs are operated		

Program Position #66 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: August 25, 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	Learning Support	9 to 12	10	1
Locations:				
Palmer	An Elementary School Building	A building in which General Education programs are operated		

Program Position #67 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: August 25, 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	Learning Support	7 to 9	11	1
Justification: Students are not in the same classroom, they are in the same building with the same case manager.				
Locations:				
Palmer	An Elementary School Building	A building in which General Education programs are operated		

Program Position #68 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: August 25, 2014

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	8 to 10	12	1
Locations:				
Paxinosa	An Elementary School Building	A building in which General Education programs are operated		

Program Position #69 - Proposed Program
Operator: School District
PROPOSED PROGRAM INFORMATION
Type: Class
Implementation Date: August 25, 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	Learning Support	8 to 10	15	1
Locations:				
Paxinosa	An Elementary School Building	A building in which General Education programs are operated		

Program Position #70 - Proposed Program
Operator: School District
PROPOSED PROGRAM INFORMATION
Type: Class
Implementation Date: August 25, 2014
PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	7 to 9	15	1
Locations:				
Paxinosa	An Elementary School Building	A building in which General Education programs are operated		

Program Position #71 - Proposed Program
Operator: School District
PROPOSED PROGRAM INFORMATION
Type: Class
Implementation Date: August 25, 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	Learning Support	8 to 10	16	1
Locations:				
Shawnee	An Elementary School Building	A building in which General Education programs are operated		

Program Position #72 - Proposed Program

   Operator: School District

   PROPOSED PROGRAM INFORMATION

   Type: Class

   Implementation Date: August 25, 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	Learning Support	6 to 10	12	1
Justification: While students are on the same teacher's case load, these age ranges are never in the same classroom.				
Locations:				
Shawnee	An Elementary School Building	A building in which General Education programs are operated		

Program Position #73 - Proposed Program

   Operator: School District

   PROPOSED PROGRAM INFORMATION

   Type: Class

   Implementation Date: August 25, 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	Learning Support	5 to 10	13	1
Justification: While student's are on the same teacher's caseload, they are not in the same classroom.				
Locations:				
Tracy	An Elementary School Building	A building in which General Education programs are operated		

Program Position #74 - Proposed Program

   Operator: School District

   PROPOSED PROGRAM INFORMATION

   Type: ClassandPosition

   Implementation Date: August 25, 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	Learning Support	8 to 9	18	1
Locations:				

| Tracy | An Elementary School Building | A building in which General Education programs are operated | | |

Program Position #75 - Proposed Program
Operator: Intermediate Unit
PROPOSED PROGRAM INFORMATION
Type: ClassandPosition
Implementation Date: August 25, 2014
PROGRAM SEGMENTS

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

Program Position #76 - Proposed Program
Operator: Intermediate Unit
PROPOSED PROGRAM INFORMATION
Type: ClassandPosition
Implementation Date: August 25, 2014
PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Autistic Support	7 to 9	6	1
Locations:				
Forks	An Elementary School Building	A building in which General Education programs are operated		

Program Position #77 - Proposed Program
Operator: Intermediate Unit
PROPOSED PROGRAM INFORMATION
Type: ClassandPosition
Implementation Date: August 25, 2014
Explain any unchecked boxes for facilities questions: The Life Skills Classroom is made of two classrooms totaling 1300 sq.ft. The total square feet for each room is 650 sq.ft.
PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Life Skills Support	10 to 13	8	1
Locations:				
EAMS	A Middle School Building	A building in which General Education programs are operated		

Program Position #78 - Proposed Program
Operator: School District
PROPOSED PROGRAM INFORMATION
Type: Class
Implementation Date: August 25, 2014

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	7 to 8	18	1
Locations:				
Paxinosa	An Elementary School Building	A building in which General Education programs are operated		

Program Position #79 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: August 25, 2014

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	7 to 9	11	1
Locations:				
Palmer	An Elementary School Building	A building in which General Education programs are operated		

Special Education Support Services

Support Service	Location	Teacher FTE
Director of Special Education	Administration Building	1
Special Education Supervisors	Administration Building	3
School Psychologists	Various Buildings	7
Guidance Counselors	Various Buildings	24
English Second Language Teachers	Various Buildings	18
Nurses	Various Buildings	14
Interventionists	Various Buildings	24
Instructional Para Educators	Various Buildings	94
Speech and Language Therapist	Middle School	1
Truancy Officer	HS	1
Behavior Specialist	District	1

Special Education Contracted Services

Special Education Contracted Services	Operator	Amt of Time per Week
Social Worker	Intermediate Unit	3 Days
Supervisor of IU Programs	Intermediate Unit	5 Days
Psychiatrist	Intermediate Unit	1 Days

| Counseling Services | Outside Contractor | 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:
Acheivement Data (2015-2017) *2013-2017

The percentage of students scoring proficient or advanced in 3rd grade ELA has increased 6% over the past three years.

The percentage of students scoring proficient or advanced in 4th grade ELA has increased 5% over the past three years.

The percentage of studens scoring proficient or advanced in 5th grade ELA has increased 2% over the past three years.

The percentage of students scoring proficient or advanced in 3rd grade Math has increased 4% over the past three years.

The percentage of students scoring proficient or advanced in 4th grade Math has increased 2% over the past three years.

The percentage of studnets scoring proficeint or advanced in 5th grade Math has increased 4% over the past three years.

The percentage of studens scoring proficient or advanced in 7th grade Math has increased 2.5% over the past three years.

The percentage of students scoring proficient or advanced on the Keystone Algebra assessment has increased 19% over the past five years.*

The percentage of students scoring proficient or advanced on the Keystone Biology asssessment has increased 29% over the past five years.*

The percentage of students scoring proficient or advanced on the Keystone Literature assessment has increased 5% over the past three years.

Growth Data (2015-2017)

There is evidence that the district has met growth in Algebra 1 for the district's three year average.

There is significant evidence that the district exceeded growth in 6th grade Math for the district's three year average.

There is evidence that the district has met growth in 4th grade ELA for the district's three year average.

There is evidence that the district has met growth in 6th grade ELA for the district's three year average.

There is significant evidence that the district exceeded growth in 7th grade ELA for the district's three year average.

There is moderate evidence that the district has met growth in Biology for the district's three year average.

There is evidence that the district has met growth in 8th grade Science for the district's three year average.

District Concerns

Concern #1:

Growth Data

There is significant evidence that the district did not meet the standard for PA Academic Growth in grades 4, 5, 7, and 8 for the district's three year average.

There is significant evidence that the district did not meet the standard for PA Academic Growth in Literature for the district's three average.

There is significant evidence that the district did not meet the standard for PA Academic Growth for ELA in grades 5 & 8 for the district's three year average.

There is significant evidence that the district did not meet the standard for PA Academic Growth for Science in grade 4 for the district's three average.

Achievement Data

The percentage of students proficent or advanced in grade 3-8 is below the state average in ELA and Mathematics.

The percentage of students proficient or advanced in grades 4 and 8 is below the state average in Science.

The percentage of students proficient or advanced on the Keystone Biology assessment is below the state average.

The percentage of students proficient or advanced on the Keystone Literature assessment is below the state average.

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.

Aligned Concerns:

Growth Data

There is significant evidence that the district did not meet the standard for PA Academic Growth in grades 4, 5, 7, and 8 for the district's three year average.

There is significant evidence that the district did not meet the standard for PA Academic Growth in Literature for the district's three average.

There is significant evidence that the district did not meet the standard for PA Academic Growth for ELA in grades 5 & 8 for the district's three year average.

There is significant evidence that the district did not meet the standard for PA Academic Growth for Science in grade 4 for the district's three average.

Achievement Data

The percentage of students proficent or advanced in grade 3-8 is below the state average in ELA and Mathematics.

The percentage of students proficient or advanced in grades 4 and 8 is below the state average in Science.

The percentage of students proficient or advanced on the Keystone Biology assessment is below the state average.

The percentage of students proficient or advanced on the Keystone Literature assessment is below the state average.

Systemic Challenge #2 *(Guiding Question #10)* Establish a district system that fully ensures professional development is focused, comprehensive and implemented with fidelity.

Aligned Concerns:

Growth Data

There is significant evidence that the district did not meet the standard for PA Academic Growth in grades 4, 5, 7, and 8 for the district's three year average.

There is significant evidence that the district did not meet the standard for PA Academic Growth in Literature for the district's three average.

There is significant evidence that the district did not meet the standard for PA Academic Growth for ELA in grades 5 & 8 for the district's three year average.

There is significant evidence that the district did not meet the standard for PA Academic Growth for Science in grade 4 for the district's three average.

Achievement Data

The percentage of students proficent or advanced in grade 3-8 is below the state average in ELA and Mathematics.

The percentage of students proficient or advanced in grades 4 and 8 is below the state average in Science.

The percentage of students proficient or advanced on the Keystone Biology assessment is below the state average.

The percentage of students proficient or advanced on the Keystone Literature assessment is below the state average.

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.

Related Challenges:

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

Indicators of Effectiveness:

Type: Interim

Data Source: DIBELS Next, RGR, Classroom based instruction

Specific Targets: An increased number of students will achieve or maintain as core instruction on the DIBELS Next composite.

Less students requiring intervention for extended periods of time.

An increased number of students reading on grade level by third grade.

Type: Interim

Data Source: Star Assessments in Early Literacy, Reading, and Math

Specific Targets: All students taking the Star assessments benchmarks in early literacy, reading, and math will show continual growth throughout the school year. The percentage of students at or above benchmark will increase after each administration.

Type: Interim

Data Source: Benchmark Assessments in Algebra, Biology, and Literature

Specific Targets: All students taking the Benchmark in Algebra, Biology, and Literature will show growth throughout the semester or school year. The percentage of student with overall scores at or above proficiency will increase after each administration.

Type: Annual

Data Source: PVAAS Data

Specific Targets: All students will meet their projected growth targets on the PSSA and Keystone Assessments in 2018, 2019, 2020, and 2021.

Type: Annual

Data Source: PSSA Math, Reading, and Science Assessments

Keystone Algebra, Biology, and Literature Assessments

Specific Targets: The percentage of students scoring proficient and advanced on the PSSA assessments in math, reading, and science will rise above the state average in 2018, 2019, 2020, and 2021.

The percentage of students scoring proficient and advanced on the Keystone Assessments will rise above the state average in 2018, 2019, 2020, and 2021.

Strategies:

Easton's Elementary Read to Lead Initiative

Description:

The Read to Lead inititative is a multi-year, scaffolded professional development undertaking that is focused on the protocols and strategies related to the teaching of reading. With the support of a consulting firm, the elementary Principals, interventionists and teachers are being retrained on both the science and art of teaching reading. Through data review, we have identified the need to use an explicit instruction approach to reading instruction in order attain our goal or all students reading on grade level by grade three.

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

Using data to identify students in need of intervention and provide instructional supports

Description:

Using data to inform teacher practice and identify student needs is crucial component in improving student achievemnet. The creation of data teams comprised of teachers and administrations can work collaboratively together to anyalze data and develop action plans to address student needs. Data teams at each school will use various sources of data to determine what students are in need of intervention. The same teams will determine what resources and programs need to be applied to these intervention groups. The resources will include time, technology, and other materials necessary to carry out the intevention.

SAS Alignment: Assessment, Instruction, Materials & Resources

Use of Common Assessments and Benchmarks

Description:

The effective use of assessment data can have a positive impact on student achievement; using common assessments to inform teacher practice is one such use of data. Middle School and High School teaching staff will work collaboratively to create common assessments to measure student learning outcomes and instructional needs. The adminsitrative teams from both schools will review the assessments, provide feedback, and monitor the anaysis of the data. Each teacher will reflect on their own student's scores and adjust their instruction ro better meet the needs of their students. Teachers at both schools will also use benchmark assessments to insure students are making growth each school year.

SAS Alignment: Assessment, Instruction

Differentiated Instruction

Description:

The use of assessment data both formative and summative to differentiate instruction is absoltuely necessary to meet the various needs of a diverse population of learners. Understanding a student's abilities and learnign style will allow the teacher to focus instruction and effectively plan learning activites. This process will improve student engagement and

allow equitable access to learning opportunities for all of our students. The middle and high school teaching staff will engage in professional development centered on differentiating their instruction based on student assessment data and learning styles.

SAS Alignment: Assessment, Instruction

Implementation Steps:

Intervention/ Enrichment Periods at EAMS/EAHS

Description:

The middle school and high school adminstrative teams wiill closely review their intervention and ernichment periods to insure all students are recieving academic support. The placement of students into the various interventions or enrichment groups will be based on a review of student assessment data. The process for placement will be shared with the staff and student schedules will verify this step has been implemented. Administrators will use interim and summative assessment data to determine the effectiveness of these intervention and enrichment periods. This process will reviewed on annual basis and feedback will collected from staff and students.

Start Date: 7/1/2017   **End Date:** 7/1/2021

Program Area(s): Student Services

Supported Strategies:

- Using data to identify students in need of intervention and provide instructional supports

Using assessment data and student learning styles to differentiate instruction for all students

Description:

The Director of Secondary Education will construct a plan with our local intermediate unit (IU 20) to provide professional development over a three year period for differentiated instruction in our middle and high schools. The training will be a combination of in person professional

development sessions and online learning that focusing on classroom implementation and teacher reflection. The plan will also include in class support and instructional feedback over a three year period. The plan will start with our sixth grade teachers and progress to grades seven through twelve in subsequent years.

Start Date: 7/1/2017   **End Date:** 7/1/2021

Program Area(s): Professional Education

Supported Strategies:

- Using data to identify students in need of intervention and provide instructional supports

Use of instructional technology to provide student interventions and differentiate instruction

Description:

The district will work collaboratively with a consortium to create a technology plan that includes hypbrid learning opportunities for our students. The learning opportunities will enhance our teacher's ability to differentiate their instruction and meet the diverse needs of our students. The use of this technology is also aimed at increasing student engagement and motivation. Our school data teams will also recommend specific online programs to provide targeted interventions for our students.

Start Date: 7/1/2017   **End Date:** 7/1/2021

Program Area(s): Professional Education, Educational Technology

Supported Strategies:

- Using data to identify students in need of intervention and provide instructional supports
- Differentiated Instruction

Completion of Continuing Professional Education Plans for 2018-19, 2019-20, and 2020-2021 school years.

Description:

Staff members will successfully complete and evaluate the requisite training as outlined in the Easton Area School DIstrict CPEC Plan. Each element of the plan will be aligned to establishing our goal of identifying academically at risk studnets and providing them with interventions that are monitored and evaluated.

Start Date: 7/1/2017   **End Date:** 7/1/2021

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

Supported Strategies:

- Using data to identify students in need of intervention and provide instructional supports
- Use of Common Assessments and Benchmarks
- Differentiated Instruction

Easton's Elementary Read to Lead Initiative

Description:

A systematic approach to informing instruction related to the art and science of teaching reading using an explicit instruction model.

Start Date: 7/1/2017   **End Date:** 7/1/2020

Program Area(s): Professional Education, Student Services

Supported Strategies:

- Using data to identify students in need of intervention and provide instructional supports
- Use of Common Assessments and Benchmarks
- Differentiated Instruction

Birth to Grade Two Transition Plan

Description:

providing educational opportunities and training for pre-k students both in the home and through participation in community events

providing materials to expose pre-k students to kindergarten rediness skills

provide opportunities for pre-k students to engage in activites with school age children prior to the start of their kindergarten experience

curriculum work and collaboration between pre-k providers and school age providers

Start Date: 8/23/2017   **End Date:** 6/30/2021

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

Supported Strategies:

- Using data to identify students in need of intervention and provide instructional supports
- Differentiated Instruction

Summer and After-school programming

Description:

Summer and after-school programs are provided to students entering kindergarten and for students who demonstrate a need for additional support.

Start Date: 6/27/2017   **End Date:** 6/30/2021

Program Area(s): Student Services

Supported Strategies:

- Using data to identify students in need of intervention and provide instructional supports
- Differentiated Instruction