
Pennsylvania Department of Education



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

Academic Standards and Assessment Report **Thursday, September 17, 2009** **(Last Receipt Acknowledged: Thursday, December 11, 2008)**

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Educational Community

Contingencies Impacting the Plan

The BASD Administration and Board of School Directors recognizes the importance of quality planning and funding the programs defined within our Strategic Plan. The plan has been developed on the premise that adequate funding from federal, state, local, and grant sources that the district has typically experienced over the last two decades would be sustained. The following qualifications need to be stated at the onset of this document as conditions of the viability of the completion of the plan in whole or in part.

1. That programs previously curtailed for economic reasons may be reinstated before some programs and staff increases identified within the plan are considered for implementation.
2. That the administration and the board reserves the right to cancel or postpone portions of the plan based on the current fiscal status of the district at that time.

Organization Description

The Bethlehem Area School District (BASD) serves over 15,200 students from the city of Bethlehem and its four surrounding municipalities. The population is racially, culturally, and economically diverse, with representation of approximately 57.8% Caucasian, 8.8% African-American, 29.8% Hispanic, and 3.3% Asian. A comprehensive educational program is offered to the students and families of the BASD. Educational programming and a wide range of support services are available at the sixteen elementary schools, four middle schools, and two high schools. Each elementary building provides customized educational programming within a standards-based curriculum coupled with support services intended to meet the specific needs of the children and the community. Several urban elementary schools feature a family center and specialty support personnel to assist families in securing basic needs and services in order to encourage wellness and a healthy lifestyle. All schools participate in designing a framework for academic achievement in the style of the "Getting Results" diagnostic and result orienting tool. In designing instruction and programming to promote learning at a high level for all students, the schools embrace the notions of differentiation, inclusion practices, developmentally appropriate instruction, and the development of a strong work ethic in all students.

In addition to the traditional elementary classroom and building arrangement, the BASD incorporates 13 all-day kindergartens across the district in a variety of buildings. Further, the district offers a prekindergarten program designed for selected 3- and 4-year-old children from all areas of the district. This SPARK program encourages a high degree of parental involvement and includes home visitation from staff members to assist in the development of strong and nurturing habits at home that enrich the learning in the program. Parents are encouraged to frequently visit the classroom, attend seminars and meetings, and network with social service agencies in support of the child's learning and development. The Regional Academic Standards Academy (RASA) is designed to assist intermediate level elementary students deemed to be struggling learners who are in need of smaller class size ratios and more intensive instruction. Students may be a grade level or two behind in specific subjects at the time they enter the program, with the goal of attaining grade level proficiency prior to matriculating to middle school. The underpinning premise of the district is that with time and special assistance, all students can reach higher academic standards. The Career Academy was created to serve students who are struggling in the regular high school setting. In small learning environments, instruction is differentiated to meet the needs of the students. The Career Academy allows students to receive electives through either the vocational - technical program or cooperative education. Bethlehem Area School District engages in health service partnerships and liaisons with community agencies to provide support for wellness to students at all grade levels. The After School Partnership for Instruction, Recreation, and Enrichment (ASPIRE) offers a variety of academic interventions, organized enrichment, and recreational activities after school.

The four middle schools of the BASD provide for the intellectual, physical, emotional, and social needs of the preadolescent and adolescent child. The middle schools emphasize building positive self-concept, offering opportunities for a wide range of social experiences, and providing opportunities for students to develop skills that enable them to collect and critically evaluate information with an emphasis on how to learn. The middle schools employ a team-teaching approach to build on the foundation established by the elementary schools. Students are introduced to new programs and growth in basic and creative thinking skills within an atmosphere of respect for individual differences are areas of emphasis.

The two high schools in the BASD offer challenging courses for students in grades nine through twelve in all major subject areas. Honors, advanced placement, and academic programs, as well as dual enrollment are available. In addition, students can select from a myriad of electives. A regional vocational-technical school provides additional opportunities for selected students who split their day between the vo-tech and the high school. Students can participate in a wide variety of extracurricular and co-curricular activities, which include over 22 interscholastic sports. Over 70 percent of the graduates from Freedom and Liberty High Schools move on to higher education. Most recently, the concepts and framework of the Project 720 initiative have been embraced and adopted at both high schools.

Mission

The Bethlehem Area School District, in partnership with the family and community, is committed to providing a safe, supportive, and academic environment in which each student will acquire the knowledge, skills, and attitudes necessary to become a productive citizen and life-long learner in our rapidly changing and culturally diverse society.

Vision

Shaping the future...One child at a time.

Shared Values

Members of the Bethlehem Area School District community share the following values:

Student Learning

- We believe all children can learn.
- We believe students must be empowered to take responsibility for their own learning.
- We believe students must develop the skills to adapt successfully to our rapidly changing world.

- We believe learning must occur in a safe and supportive environment.
- We believe that students' needs must be met emotionally, physically, and academically.

Professional Practice

- We believe well-trained and motivated educators are key to effective instruction.
- We believe our schools must continually improve toward proficiency for all.
- We believe our schools must continually evaluate their efforts to ensure all students' needs are being met.
- We believe we must cultivate relationships that foster a welcoming and inviting school climate.

Relationships Among Members

- We believe quality education requires collaboration between students, parents, educators, and the community.
- We believe that a positive teacher/student relationship is the key to empowering each student to realize his/her academic potential.
- We believe education is a lifelong journey which begins in the home and continues through school and beyond.
- We believe the collaboration of ideas and talents leads to and promotes personal, professional, and community growth.
- We believe resources must be provided and managed in a fiscally responsible manner.
- We believe all students should develop a respect for people of all backgrounds.

Goals

The goals that the BASD will work to meet over the next five years are reflective of the PDE goals that determine AYP. In the area of reading, we will work to have at least 63% of all students meet proficiency in reading as measured by the annual statewide PSSA. In conjunction with this benchmark, all schools and subgroups will improve minimally by 10% as they progress to meet state benchmarks in reading. It should be noted that this goal of 63% proficiency will increase according to the PDE requirements. The goal in mathematics mirrors that of the reading goal, except for the percentage of proficient students. Specifically, in mathematics, at least 56% of all students will be proficient in mathematics as measured by the annual statewide PSSA, and as with reading, all schools and subgroups will improve minimally by 10% as they progress to meet state benchmarks in mathematics. Our plan also identifies a goal related to science. While the State has not yet set proficiency levels for AYP standards in science, we note the importance of making sure our students are headed toward proficiency in this area as well as in reading and math. These goals are obviously related to student achievement, as they are focused on key areas for student success, within and beyond their high school education.

Three other goals found in the BASD strategic plan are also those provided by the State. Specifically, we seek to continue meeting at least an 80% threshold and/or show growth in the graduation rate from our high schools. We will also be working to maintain a 90% threshold and/or show growth in our elementary and middle schools. Finally, we have the goal that BASD student participation in statewide assessments will be at least 95%. Success with these goals will directly impact achievement in skills recognized through subject areas such as reading, mathematics, and science, as we will be working to ensure our students attend school regularly, and stay in school. As long as students are in school, they will also be present to participate in the State assessments, which will allow us to examine student data in order to continue to strengthen curriculum and instruction for all students.

Goal: C&I- Four-year Graduation Rate (for districts and schools that graduate seniors)

Description: Graduation rate will meet an 80% threshold and/or show growth.

Goal: C&I- Mathematics

Description: At least 56% of all students will be proficient in mathematics, as measured by the annual statewide PSSA. In conjunction with this benchmark, all schools and subgroups will improve minimally by 10% as they progress to meet state benchmarks in mathematics.

Goal: C&I- Reading

Description: At least 63% of all students will be proficient in Reading, as measured by the annual state-wide PSSA test. In conjunction with this benchmark, all schools and subgroups will improve minimally by 10% as they progress to meet state benchmarks in mathematics.

Goal: C&I- Science

Description: Students will be proficient in Science, as measured by the annual state-wide PSSA test.

Goal: C&I- Student Attendance (any school that does not graduate seniors)

Description: Student attendance will meet a 90% threshold and/or show growth.

Goal: C&I- Student Participation in State Assessments

Description: At least 95% of eligible students will participate in required state-wide assessments.

Academic Standards

There is currently no saved text for this narrative.

Graduation Requirements

Beginning with the class of 2003, the Bethlehem Area School District has required students to satisfactorily complete a total of 26.0 credits in order to graduate. These credits include 4.0 (1.0 per school year) in each of the core subjects, English, mathematics, and social studies, and 3.0 in science. In other courses, students must complete 2.0 credits (.5 per school year) in physical education and 1.0 credit (.5 during the 9th and 10th grade) in health. Other required credits include .5 in computer technology, .5 in community service, 1.0 in the arts and another 6.0 in general electives. Regarding the arts, students may choose from among courses in the Language Arts department and all courses within the art, music, family and consumer science, and industrial arts departments. Students are also strongly encouraged to select from among world language offerings as elective credits in order to round out their high school experience and better prepare them for post-secondary experiences.

Strategic Planning Process

Strategic Planning is vital to the promotion of effective of instructional programming and educational systems within the Bethlehem Area School District (BASD). Bethlehem Area School District has embraced and implemented a community-wide effort to define the necessary direction for continuous improvement of the comprehensive services provided to our students and families. As such, the Strategic Planning Committee incorporated a collaborative effort among BASD teachers, support staff personnel, students, parents, administrators, community members and area business associates. The committee embraced the eStrategic process and formed

committees for each of the components of the plan. The core planning team consisted of central office division heads for technology, special education, human resources, student services and curriculum and instruction. Each of the subcommittees met frequently to collaborate regarding the specific needs and initiatives to continue to drive the specific divisions of the BASD within a continuous improvement mode of operation.

Strategic Planning Committee

Name	Affiliation	Membership Category	Appointed By
Benita Draper-Terry	BASD	Administrator	Mr. Washington
Benjamin Tenaglia	BASD	Board Member	Dr. Lewis
Carey Ackerman	Parent	Parent	Mr. Agretto
Carol Jacoby	BASD	Administrator	Mr. Washington
Carole Schachter	BASD	Elementary School Teacher	Mrs. Katona
Cathy Coyne	BASD	Parent	Mr. Washington
Debbie Roeder	Principal	Administrator	Mr. Agretto
Dr. Dean Donaher	BASD	Administrator	Mrs. Katona
Dr. Joanne LoFaso	BASD	Administrator	Mrs. Katona
Eric Smith	BASD	Other	Mrs. Katona
Esther Lee	NAACP President	Other	Mr. Agretto
Frank Arbushites	BASD	Ed Specialist - Instructional Technology	Mrs. Lutchter
Javier Toro	BASD	Community Representative	Mrs. Katona
JoAnn Durante	BASD	Administrator	Dr. Lewis
Jodi Evans	BASD	Regular Education Teacher	Mr. Washington
Julie Victory	BASD	Other	Mrs. Katona
Karen Zaun	BASD	Community Representative	Mrs. Katona
Kathleen Bast	BASD	Ed Specialist - Instructional Technology	Mrs. Lutchter
Loretta Leeson	BASD	Board Member	Dr. Lewis
Marilee Ostman	BASD	Administrator	Mrs. Katona
Mary Katona	BASD	Administrator	Mr. Gross
Michael LaPorta	BASD	Administrator	Mr. Washington
Michael Perruso	BASD	Parent	Mr. Washington
Michele Cann	BASD	Board Member	Dr. Lewis

Goals, Strategies and Activities

Goal: C&I- Four-year Graduation Rate (for districts and schools that graduate seniors)

Description: Graduation rate will meet an 80% threshold and/or show growth.

Strategy: Expand partnerships

Description: Expand and offer partnerships with local businesses and post-secondary educational institutions by providing an alternative for students to earn necessary graduation credit.

Activity: Bring more Career Pathways into the district curriculum, K-12

Description: Work with the local Intermediate Unit (IU) and Workforce Investment Board to identify ways in which the Career Pathways model can be used within the district curriculum in order to make it more relevant to student interests. Additionally, identify ways in which the Career Pathways model can assist in forming Small Learning Communities in our high schools.

Person Responsible Timeline for Implementation Resources

Mary Katona	Start: 1/1/2009	-
	Finish: Ongoing	

Status: Not Started — Overdue

Activity: Further develop Partnership with Bethlehem Rotary

Description: Establish a partnership with the Bethlehem Community Collaborative (Rotary) to help facilitate student mentoring.

Person Responsible Timeline for Implementation Resources

Mary Katona	Start: 1/1/2009	-
	Finish: Ongoing	

Status: Not Started — Overdue

Activity: Increase Dual Enrollment opportunities

Description: Work with local colleges to coordinate schedules, financial obligations, and transportation services in order to increase not only the opportunities, but also the number of under-represented students who enroll in the courses.

Person Responsible Timeline for Implementation Resources

Mary Katona	Start: 1/1/2009	-
	Finish: Ongoing	

Status: Not Started — Overdue

Activity: Provide career awareness

Description: Provide career awareness throughout the middle school years by offering sessions two times per year. This would be done in conjunction with the School/Business Partnership Committee (consisting of teachers, business partners, parents and community volunteers), which would organize and oversee these planned events. It would be supported by contributions from local business partners and Project 720 funds.

Person Responsible Timeline for Implementation Resources

Mary Katona	Start: 1/1/2009	-
	Finish: Ongoing	

Status: Not Started — Overdue

Activity: Provide job-shadowing opportunities throughout high school

Description: Work with the school/business partnership committee. Business partners will send reports to the schools on student performance and attendance. Monitor student progress through report cards, classroom and on-site performance evaluation, and disciplinary referrals. Guidance counselors will also keep anecdotal records, and collect feedback from parents and teachers.

Person Responsible Timeline for Implementation Resources

Mary Katona	Start: 1/1/2009	-
	Finish: Ongoing	

Status: Not Started — Overdue

Strategy: Provide interventions

Description: Continue to emphasize early identification and intervention of at-risk students and provide interventions to occur at all levels, Pre-K through 12.

Activity: Effectively use district staffing to provide interventions

Description: Focus on district staffing to provide interventions. These include mentoring and strengthening the guidance program to ensure that students understand financial aid that is available to them as well as opportunities for credit acquisition.

Status: Not Started — Overdue

Activity: Leverage state and district funds to provide tutoring

Description: Effectively allocate and utilize Educational Assistance Program, Block Grant, and District funding with other sources to provide tutoring for identified students.

Person Responsible Timeline for Implementation Resources

Mary Katona	Start: 1/1/2009 Finish: Ongoing	\$5,000,000.00
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Status: Not Started — Overdue

Activity: Provide supports for students at transition points in the district

Description: Continue and possibly expand Welcome classroom concept; establish supports for transition grades (5-6, 8-9); provide peer mentors, and mentors from the community, particularly for at-risk students.

Person Responsible Timeline for Implementation Resources

Mary Katona	Start: 1/1/2009 Finish: Ongoing	-
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Status: Not Started — Overdue

Goal: C&I- Mathematics

Description: At least 56% of all students will be proficient in mathematics, as measured by the annual statewide PSSA. In conjunction with this benchmark, all schools and subgroups will improve minimally by 10% as they progress to meet state benchmarks in mathematics.

Strategy: Identify and use best practices

Description: Provide opportunities for teachers to collaborate with other teachers and administrators for the purposes of identifying and using best practices for instruction and the inclusion of special education students in regular education classes.

Activity: Continue to promote co-teaching and inclusion

Description: Build upon the efforts of the Inclusion/Literacy Academies to increase co-teaching and inclusion practices, through such means as effective use of district staffing.

Person Responsible Timeline for Implementation Resources

Mary Katona	Start: 1/1/2009	-
	Finish: Ongoing	

Status: Not Started — Overdue

Activity: Incorporate differentiated instruction

Description: Provide professional development, and build capacity of teachers to differentiate content, process, and product in order to respond to the needs of all learners. Increase opportunities for professional development and application of differentiated instruction.

Person Responsible Timeline for Implementation Resources

Mary Katona	Start: 1/1/2009	\$43,500.00
	Finish: Ongoing	

Status: Not Started — Overdue

Activity: Promote collaboration and integration among teachers

Description: Provide time, especially through the implementation of Professional Learning Communities, for teachers both inside and out of the district to allow them to collaborate about and share best practices. Examine schedules to free up staff for collaboration, provide opportunities for conferences.

Person Responsible Timeline for Implementation Resources

Mary Katona	Start: 1/1/2009	\$25,000.00
	Finish: Ongoing	

Status: Not Started — Overdue

Activity: Provide a rigorous curriculum for all students

Description: Examine appropriate ranging strategies to increase academic rigor for all students, align IEP and ELL student goals with PA Academic Standards and PSSA Eligible Content through regular curriculum reviews.

Person Responsible Timeline for Implementation Resources

Mary Katona	Start: 1/1/2009	\$15,500.00
	Finish: Ongoing	

Status: Not Started — Overdue

Activity: Review implications from research on best practices as they relate to scheduling

Description: Identify and implement researched best practices as noted by organizations such as National Math Advisory Panel (NMAP) and National Council of Teachers of Mathematics (NCTM).

Person Responsible Timeline for Implementation Resources

Julie Victory	Start: 1/1/2009	-
	Finish: Ongoing	

Status: Not Started — Overdue

Activity: Utilize supplementary aids and services

Description: Provide professional development for regular education teachers in order to train them in the delivery of supplementary aids and services.

Person Responsible Timeline for Implementation Resources

Mary Katona	Start: 1/1/2009	\$124,000.00
	Finish: Ongoing	

Status: Not Started — Overdue

Strategy: Improve classroom instruction

Description: Create a collaborative culture to improve student achievement and increase teacher accountability

Activity: Improve feedback provided to teachers

Description: Utilize observation tools such as the Teacher Performance Appraisal Plan (TPAP) process to improve classroom instruction. Additionally, use the information gathered on best teaching practices to share with all staff.

Person Responsible Timeline for Implementation Resources

Mary Katona	Start: 1/1/2009 Finish: Ongoing	-
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Status: Not Started — Overdue

Activity: Institute and expand teacher coaching initiatives

Description: Expand teacher leadership by providing professional development in and implementing instructional coaching for teachers of students at all levels of learning.

Person Responsible Timeline for Implementation Resources

Mary Katona	Start: 1/1/2009 Finish: Ongoing	\$500,000.00
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Status: Not Started — Overdue

Activity: Utilize scope and sequence documents

Description: Ensure appropriate use of scope and sequence documents for all content areas in which they have been developed

Person Responsible Timeline for Implementation Resources

Julie Victory	Start: 1/1/2009 Finish: Ongoing	-
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Status: Not Started — Overdue

Strategy: Provide interventions

Description: Continue to emphasize early identification and intervention of at-risk students and provide interventions to occur at all levels, Pre-K through 12.

Activity: Examine Research-Based Mathematics Interventions

Description: Identify, evaluate, pilot, and implement additional research-based mathematics interventions for use in specific grade levels across the district

Person Responsible	Timeline for Implementation	Resources
Julie Victory	Start: 1/1/2009 Finish: Ongoing	\$165,000.00

Status: Not Started — Overdue

Activity: Provide tutoring

Description: Leverage state and district funds by effectively allocating and utilizing Educational Assistance Program, Block Grant, and District funding with other sources to provide tutoring for identified students.

Person Responsible	Timeline for Implementation	Resources
Mary Katona	Start: 1/1/2009 Finish: Ongoing	\$5,000,000.00

Status: Not Started — Overdue

Strategy: Use data to drive instruction

Description: Improve teacher understanding and use of benchmark data to drive instruction by analyzing trends in student data.

Activity: Create formative assessments

Description: Design professional development in order to create formative assessments. This will be accomplished through grade level meetings, team meetings, department meetings, in-service trainings including Bflex

Person Responsible	Timeline for Implementation	Resources
Julie Victory	Start: 1/1/2009 Finish: Ongoing	\$9,300.00

Status: Not Started — Overdue

Activity: Train teachers on the use of formative assessments

Description: Provide training through grade level meetings, team meetings, department meetings, in-service trainings including Bflex, and Professional Learning Communities

Person Responsible Timeline for Implementation Resources

Julie Victory	Start: 1/1/2009	-
	Finish: Ongoing	

Status: Not Started — Overdue

Activity: Use formative assessments

Description: With support from the Supervisor of Mathematics, principals, teachers who have received training, and the Instructional Technology department, teachers will use formative assessments in an ongoing and diagnostic manner to drive instruction and adapt curricular elements (content, product, process).

Person Responsible Timeline for Implementation Resources

Julie Victory	Start: 1/1/2009	\$10,000.00
	Finish: Ongoing	

Status: Not Started — Overdue

Goal: C&I- Reading

Description: At least 63% of all students will be proficient in Reading, as measured by the annual state-wide PSSA test. In conjunction with this benchmark, all schools and subgroups will improve minimally by 10% as they progress to meet state benchmarks in mathematics.

Strategy: Identify and use best practices

Description: Provide opportunities for teachers to collaborate with other teachers and administrators for the purposes of identifying and using best practices for instruction and the inclusion of special education students in regular education classes.

Activity: Continue to promote co-teaching and inclusion

Description: Build upon the efforts of the Inclusion/Literacy Academies to increase co-teaching and inclusion practices, through such means as effective use of district staffing.

Person Responsible Timeline for Implementation Resources

Mary Katona	Start: 1/1/2009	-
	Finish: Ongoing	

Status: Not Started — Overdue

Activity: Incorporate differentiated instruction

Description: Provide professional development, and build capacity of teachers to differentiate content, process, and product in order to respond to the needs of all learners. Increase opportunities for professional development and application of differentiated instruction.

Person Responsible Timeline for Implementation Resources

Mary Katona	Start: 1/1/2009	\$43,500.00
	Finish: Ongoing	

Status: Not Started — Overdue

Activity: Promote collaboration and integration among teachers

Description: Provide time, especially through the implementation of Professional Learning Communities, for teachers both inside and out of the district to allow them to collaborate about and share best practices. Examine schedules to free up staff for collaboration, provide opportunities for conferences

Person Responsible Timeline for Implementation Resources

Mary Katona	Start: 1/1/2009	\$25,000.00
	Finish: Ongoing	

Status: Not Started — Overdue

Activity: Provide a rigorous curriculum for all students

Description: Examine appropriate ranging strategies to increase academic rigor for all students,

align IEP and ELL student goals with PA Academic Standards and PSSA Eligible Content through regular curriculum reviews.

Person Responsible Timeline for Implementation Resources

Mary Katona	Start: 1/1/2009 Finish: Ongoing	\$15,500.00
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Status: Not Started — Overdue

Activity: Provide professional development in Supplementary Aids and services

Description: Train regular education teachers in the delivery of supplementary aids and services

Person Responsible Timeline for Implementation Resources

Mary Katona	Start: 1/1/2009 Finish: Ongoing	\$124,000.00
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Status: Not Started — Overdue

Activity: Review implications from research on best practices as they relate to scheduling

Description: Identify and implement researched best practices as noted by organizations such as International Reading Association (IRA) and National Council of Teachers of English (NCTE).

Person Responsible Timeline for Implementation Resources

Kathleen Bast	Start: 1/1/2009 Finish: Ongoing	\$1,250.00
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Status: Not Started — Overdue

Strategy: Improve classroom instruction

Description: Create a collaborative culture to improve student achievement and increase teacher accountability

Activity: Improve feedback provided to teachers

Description: Utilize observation tools such as the Teacher Performance Appraisal Plan (TPAP) process to improve classroom instruction. Additionally, use the information gathered on best teaching practices to share with all staff.

Person Responsible Timeline for Implementation Resources

Mary Katona	Start: 1/1/2009	-
	Finish: Ongoing	

Status: Not Started — Overdue

Activity: Institute and expand teacher coaching initiatives

Description: Expand teacher leadership by providing professional development in and implementing instructional coaching for teachers of students at all levels of learning.

Person Responsible Timeline for Implementation Resources

Mary Katona	Start: 1/1/2009	\$500,000.00
	Finish: Ongoing	

Status: Not Started — Overdue

Activity: Utilize scope and sequence documents

Description: Ensure appropriate use of scope and sequence documents for all content areas in which they have been developed

Person Responsible Timeline for Implementation Resources

Mary Katona	Start: 1/1/2009	-
	Finish: Ongoing	

Status: Not Started — Overdue

Strategy: Provide interventions

Description: Continue to emphasize early identification and intervention of at-risk students and provide interventions to occur at all levels, Pre-K through 12.

Activity: Effectively use district staffing to identify students and provide interventions

Description: Examine schedules to free up staff for interventions, research and implement RTI policies, reallocate some Reading support staff to serve more students, continue to use Reading Recovery as an intervention

Person Responsible	Timeline for Implementation	Resources
Mary Katona	Start: 1/1/2009 Finish: Ongoing	\$5,000,000.00

Status: Not Started — Overdue

Activity: Expand use of READ 180

Description: Examine results of READ 180 program, seek funding for expansion of READ 180 and SYSTEM 44 programs, and ensure effective implementation of programs.

Person Responsible	Timeline for Implementation	Resources
Kathleen Bast	Start: 1/1/2009 Finish: Ongoing	\$340,000.00

Status: Not Started — Overdue

Strategy: Use data to drive instruction

Description: Improve teacher understanding and use of benchmark data to drive instruction by analyzing trends in student data.

Activity: Create formative assessments

Description: Design professional development in order to create formative assessments. This will be accomplished through grade level meetings, team meetings, department meetings, in-service trainings including Bflex

Person Responsible	Timeline for Implementation	Resources
Kathleen Bast	Start: 1/1/2009 Finish: Ongoing	\$9,300.00

Status: Not Started — Overdue

Activity: Train teachers on the use of formative assessments

Description: Provide training through grade level meetings, team meetings, department meetings, in-service trainings including Bflex, and Professional Learning Communities

Person Responsible Timeline for Implementation Resources

Kathleen Bast Start: 1/1/2009 -
 Finish: Ongoing

Status: Not Started — Overdue

Activity: Use formative assessments

Description: With support from the Supervisor of Literacy/ELA, principals, teachers who have received training, and the Instructional Technology department, teachers will use formative assessments in an ongoing and diagnostic manner to drive instruction and adapt curricular elements (content, product, process).

Person Responsible Timeline for Implementation Resources

Kathleen Bast Start: 1/1/2009 -
 Finish: Ongoing

Status: Not Started — Overdue

Goal: C&I- Science

Description: Students will be proficient in Science, as measured by the annual state-wide PSSA test.

Strategy: Strengthen Elementary Science Program

Description: Enhance the elementary science program through exemplary, hands-on materials and an emphasis on inquiry-based instruction

Activity: Create opportunities to enhance FOSS program through Inquiry training

Description: Extend summer inquiry institutes, Bflex programs, and inservice offerings to train more teachers in inquiry science.

Person Responsible Timeline for Implementation Resources

Eric Smith	Start: 1/1/2009 Finish: Ongoing	\$10,000.00
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Status: Not Started — Overdue

Activity: Maintain and increase adoption of FOSS materials

Description: Provide funding for the replenishment of existing FOSS materials and the purchase of additional kits for new explorations

Person Responsible	Timeline for Implementation	Resources
Mary Katona	Start: 1/1/2009 Finish: Ongoing	\$150,000.00

Status: Not Started — Overdue

Strategy: Strengthen High School Science Program

Description: Enhance the high school science program through exemplary, hands-on activities and an emphasis on inquiry-based instruction.

Activity: Complete high school science revision to increase rigor and relevance in high school science classes

Description: Develop new courses for science sequence, including a three-fold increase in AP course offerings in Science.

Person Responsible	Timeline for Implementation	Resources
Mary Katona	Start: 1/1/2009 Finish: Ongoing	\$20,000.00

Status: Not Started — Overdue

Activity: Create opportunities to enhance high school science program through Inquiry training

Description: Extend summer inquiry institutes, Bflex programs, and inservice offerings to train more teachers in inquiry science.

Strategy: Build/strengthen school & family relationships

Description: Provide opportunities for families and schools to collaborate in order to strengthen student attendance.

Activity: Encourage family involvement in school functions and the classroom

Description: Communicate with families in multiple languages and modes regarding school and classrooms events

Person Responsible Timeline for Implementation Resources

Mary Katona	Start: 1/1/2009 Finish: Ongoing	\$12,500.00
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Status: Not Started — Overdue

Activity: Increase use of technology to enable two-way communication with families

Description: Examine attendance letter for possible revisions of wording and timing; publicize methods to access Parent Portal including options if no home computer is available; encourage publication of assignments, test schedules, etc via web or alternate means

Person Responsible Timeline for Implementation Resources

Mary Katona	Start: 1/1/2009 Finish: Ongoing	-
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Status: Not Started — Overdue

Strategy: Engage students in active learning and build personal relationships with each student

Description: Create a learning environment that is engaging, caring, relevant, and cognizant of students' varied needs, learning styles, and career aspirations so that students are excited about coming to school.

Activity: Investigate alternative educational settings

Description: Examine best practices to identify ways to improve perception and offerings of

Activity: Examine attendance data

Description: Produce attendance reports by subgroup, grade, and by school and trend data over time to pinpoint opportunities for improvement

Person Responsible Timeline for Implementation Resources

Mary Katona	Start: 1/1/2009 Finish: Ongoing	\$125,000.00
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Status: Not Started — Overdue

Strategy: Establish community partnerships that expose students to the work world

Description: Create linkage between school and work to demonstrate how skills learned today will be applied tomorrow. By seeing relevancy, students will be motivated to engage in coursework and continue with school, helping to prepare students for the realities of the workplace.

Activity: Establish mentors in the community

Description: Collaborate with community partners to establish mentorships for identified students.

Person Responsible Timeline for Implementation Resources

Mary Katona	Start: 1/1/2009 Finish: Ongoing	-
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Status: Not Started — Overdue

Activity: Increase opportunities for job shadowing

Description: Collaborate with local businesses and organizations on employment needs and job requirements.

Person Responsible Timeline for Implementation Resources

Mary Katona	Start: 1/1/2009 Finish: Ongoing	-
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Status: Not Started — Overdue

Strategy: Provide appropriate resources to meet attendance goal

Description: Identify schools where additional resources are needed and fund accordingly.

Activity: Establish school-wide collaboration

Description: Establish time for school personnel to collaborate across grade levels and schools in identifying family needs and developing interventions

Person Responsible Timeline for Implementation Resources

Mary Katona	Start: 1/1/2009	-
	Finish: Ongoing	

Status: Not Started — Overdue

Activity: Expand best practices for attendance

Description: Examine attendance best practices within and outside the district, in part through obtaining feedback from the middle and high school student advisory groups.

Person Responsible Timeline for Implementation Resources

Mary Katona	Start: 1/1/2009	\$1,500.00
	Finish: Ongoing	

Status: Not Started — Overdue

Activity: Expand professional development opportunities

Description: Provide professional development opportunities to increase student attendance.

Person Responsible Timeline for Implementation Resources

Mary Katona	Start: 1/1/2009	-
	Finish: Ongoing	

Status: Not Started — Overdue

Activity: Investigate additional grant opportunities

Description: Work through the Office of Minority Affairs as well as through business and university partnerships to identify resources.

Person Responsible Timeline for Implementation Resources

Mary Katona	Start: 1/1/2009 Finish: Ongoing	-
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Status: Not Started — Overdue

Goal: C&I- Student Participation in State Assessments

Description: At least 95% of eligible students will participate in required state-wide assessments.

Strategy: Continue creative scheduling to maintain proper and positive testing environment

Description: Focus student attention on the importance of the testing by creating a quiet, positive environment free of distractions and supportive of student work.

Activity: Create opportunities to enhance testing environment for Open Concept elementary schools

Description: Support these schools' efforts to have non-tested grades out of the building during reading and math PSSA testing.

Person Responsible Timeline for Implementation Resources

Mary Katona	Start: 1/1/2009 Finish: Ongoing	\$1,000.00
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Status: Not Started — Overdue

Activity: Maintain split schedule for high school testing

Description: During PSSA reading and math testing, continue to develop schedules that stagger 11th grade classes with other grade levels, and keep teacher/student ratios low for testing.

Person Responsible Timeline for Implementation Resources

Mary Katona

Start: 1/1/2009
Finish: Ongoing

\$1,000.00

Status: Not Started — Overdue

Measurable Annual Improvement Targets

In order to attain the district goals related to graduation rate, attendance, PSSA participation, and math, reading and science targets, BASD has developed strategies and activities related to meeting students' needs in a variety of areas. Especially relevant to the graduation rate, and attendance is a focus on developing stronger relationships with students in order to encourage them to attend school, stay in school through graduation, and work toward meaningful post-secondary opportunities. Many of the strategies and activities that we have identified in these areas center around developing and maintaining strong community partnerships, including with area businesses and colleges and universities. In addition to the assistance these partnerships would provide for students' future goals, we also anticipate that people from these partnerships would assist with building relationships with students through mentoring. Another specific focus to help us work toward maintaining and strengthening the graduation rate and attendance targets is through the development and implementation of a Career Pathways model. In this way, students will find more relevance in the curriculum and with the assistance of counselors and teachers, will be better able to identify potential careers, again motivating them to be in school and remain in school.

The BASD participation rate in the PSSA tests has typically been very good. We attribute this to the work our schools do with flexible scheduling during this time, and at the high school level for the past two years, the alternative schedules that have been created in order to provide optimal conditions for our test-takers. Our schools have also developed a variety of motivation techniques, including the involvement of parents in helping students to prepare for the tests. We will continue with these practices.

Reaching our reading and math targets is obviously a very significant goal for our district. The strategies and activities identified in these sections reflect best research-based practices that may occur within any content area. We are especially focused on looking at and using data appropriately, including data from formative assessments; continuing training in differentiated instruction; providing a rigorous curriculum for all students; promoting collaboration and integration among teachers, especially through Professional Learning Communities, and through scheduling opportunities; continuing to promote and build upon co-teaching and inclusion; and reviewing implications from best practices as they relate to scheduling. These strategies reflect growth in rigor, relevance, and relationships, and should enable us to work toward meeting the needs of our struggling learners, our learners, and our advanced learners.

Finally, we have also added a goal for science, as this is a focus area that is becoming increasingly stronger in our district. In order to help our students develop a stronger affinity for science and in order to help them succeed in science, the strategies and activities for elementary, middle and high school are centered around inquiry-based learning in addition to traditional teaching methods. Appropriate professional development will accompany these strategies, and there will be specific growth and changes at the secondary level, as one of our middle schools becomes a Signature School for Science and Technology, and as our scope and sequence at the high school level is revised in order to increase rigor and relevance.

Curriculum, Instruction and Instructional Materials

One of the most important ways in which we can ensure that our planned instruction will prepare students to meet the requirements of Chapter 4 is through ensuring alignments of standards and

anchors within the content areas, as well as embedding eligible content as appropriate. Additionally, we need to have common assessments within these content areas whereby students' progress may be measured accurately. The curriculum within the areas of math and secondary English are nearing completion in these areas, although our staff continue to work on common assessments. At the elementary level, the literacy/ELA curriculum is in the process of being refined as necessary. In science, discussions are occurring that revolve around course sequencing that will mirror the requirements of the science standards. Our social studies teachers in grades 6-12 have worked on a new sequence to keep in step with the standards, and have begun the curriculum writing process accordingly. The curriculum for every content area reflects a recognition to instruct children at all levels of learning, and to offer differentiation as needed. All curricular areas involve input from special education teachers and technology specialists in addition to their own content teachers. Strategies for ELL students are also embedded throughout the curriculum.

A variety of materials are used to enhance the curriculum. At the elementary level for Reading/ELA, we have recently adopted the Macmillan *Treasures* series, K-5, including *Treasure Chest* to supplement instruction for ELL students and *Triumphs* to supplement instruction for special education students. At this level, we also incorporate Houghton Mifflin's *Soar to Success*. The middle school curriculum uses McDoughal Littel's *Language of Literature, Junior Great Books*, and Curriculum Associates' *CARS and STARS*. As additional interventions, the middle schools have Scholastic's *Read 180* in place, and by November 2008 will have *System 44* as well. The Scholastic interventions are also incorporated for special education and for ELL students at the high school level, and our high school ELA classes use Holt's *Elements of Literature*. In order to support students who need additional assistance with literacy, we have developed curriculum for students in grades 9 and 10 to take a year-long English course with instruction in literacy strategies built in. While learning about and using these strategies, students follow the same curriculum as in other grade-level English courses. The 2008-2009 school year will be the first in which we are instituting the 11th grade AP English course in addition to the 12th grade course, already in place.

Our math program includes the use of the *Scott Foresman-Addison Wesley Mathematics* books, as well as *Investigations in Number, Data, and Space* in our elementary schools. Additionally, we incorporate a resource for kindergarten teachers, *Mathematics Their Way and the Mathematics Their Way Summary Newsletter*. Two technological resources used among students in intermediate grades are *First in Math* from Suntext and Scholastic's *FASTT MATH*. Moving into the middle schools, students gain the opportunity to experience pre-algebra and algebra concepts. An initiative is also in its first year for middle school students who are higher achievers in math to move more quickly into Algebra 1. The *Prentice-Hall* series is used during these years, along with small portions of several modules for concept development from *Connected Mathematics*. Our middle schools also have individual licenses for *First in Math*. The *Prentice-Hall* series is again used in our high schools for Algebra 1 and 2, as well as for Geometry. Our AP Statistics course uses *The Practice of Statistics*, 2nd edition, and *Elementary Statistics: Picturing the World* for other statistics courses, while Houghton Mifflin's *Calculus of a Single Variable*, 8th edition is used for calculus and AP calculus.

The BASD science curriculum is geared toward inquiry learning. This is evident at the elementary level through the use of Prentice Hall's *FOSS* kits in grades 1-5. In our middle schools, we continue with the Prentice Hall series, using *Chemical Building Blocks, Chemical Interactions, Motion Forces and Energy*, and *Astronomy* in grade 6; *From Bacteria to Plants, Animals, Cells and Heredity*, and *Environmental Science* in grade 7; and *Inside Earth, Earth's Changing Surface Earth's Waters*, and *Weather and Climate* in grade 8. We are currently in the midst of discussing changes in some course sequencing at the high school level, and along with with these changes will come changes in resources. Currently, however, we continue with Prentice Hall texts for many of the physical science, biology, chemistry, astronomy, and anatomy and physiology, with a few other courses that incorporate a text from Holt. In middle and high school, we also use Probeware technology from Vernier and PASCO.

In our elementary schools, the core content area of social studies helps students to explore and develop fundamental skills and knowledge that will place them in a position of success in their secondary courses. In kindergarten, social studies is incorporated into all other curricular areas, with topics such as the calendar and current events as the main focus, and a movement into families and communities in grade 1 and 2. The *Weekly Reader* is the main resource used in these three grade levels. Additionally, in grade 2, students experience an extensive unit on the Colonial Days. The social studies curriculum becomes more distinct from the rest of the curriculum in grade 3, with a focus on the local history of Bethlehem, although the *Weekly Reader* remains the main resource. In grade 4, teachers use children's literature, Internet sites, and the Silver & Burdett text, as well as the *Weekly Reader* to bring an understanding of Pennsylvania to the students; students continue to use these resources as they begin to study the United States in grade 5. At the middle and high school levels, the social studies curriculum is in the midst of undergoing certain changes, particularly in terms of standards alignment. Following a textbook pilot this year, students will be using either a Holt/Prentice-Hall text or a McDougal Littell text. Currently, in terms of the curriculum, all three middle school grade levels integrate map skills, with 6th and 7th grades introducing and building on geography. The grade 6 content is then devoted to ancient cultures and civilizations, while the focus on 7th grade is global issues, and a study of the continents in particular. Students in 8th grade study the history of early America, beginning with Native Americans through the War of 1812. At the high school level, students move from the 9th grade course in Western Civilization to the grade 10 US History: Constitution to Reconstruction, with a follow-up in grade 11, US History: Reconstruction to Present. In 12th grade, the course of study is in government and economics, and an AP course is taught in this subject as well. As previously noted, there may be some shifting of these courses as we work to align all with the standards, and help to prepare our students for success on the Graduate Competency Assessments.

In all subject areas, a variety of instructional strategies and assessments are used.

Assessments and Public Reporting

Students are assessed with a variety of summative and formative assessments including PSSA, 4Sight, DRA, SRI, District-wide assessments, and individual classroom assessments. Many of these assessments breakdown student results by academic standard and include item analysis tools to assist teachers in identifying individual student weaknesses and plan for academic interventions. Teachers, administrators, and parents have access to test score data through Performance Tracker, Success For All's Member Center, and eSchool Plus. Information is further conveyed through school board meetings, notifications on the district website, home mailings, the Parent Advisory Council (PAC), parent-teacher meetings, and meetings conducted at schools by the superintendent and his cabinet.

Targeted Assistance For Struggling Students

Within our district goals, interventions for struggling and at-risk students appear within the goals for graduation rate and within our strategies and activities for mathematics and reading. The idea behind the assistance is to identify students as early as possible in their level of schooling and/or in transitioning into the district. Specifically, these interventions include early identification of students, and using allowable funding through the Educational Assistance Program, Block Grant, and district resources to provide tutoring for those identified students. Regular on-demand and formative assessments are administered in order for teachers to base interventions on reliable data. We also incorporate assistance through community partnerships, particularly for the purpose of mentoring students, as there is a great demand for mentors across all schools.

Support for Struggling Schools

There are a number of supports in place for schools that have not made AYP and/or that have populations that present the greatest challenges. For the third year, Distinguished Educators from PDE have been on site to assist our high schools as they work through their student data and work to personalize their large schools in order move out of a Corrective Action status. Additionally, we have had a middle school and a couple of elementary schools that have also appeared on the warning list, and the DEs have assisted and continue to assist with these schools as well. They work in tandem with the Office of Curriculum and Instruction to bring awareness of best practices, identify conferences and workshops specifically related to goals, and analyze data. Additionally, the Project 720 grant, and now, the PA-Pact grant have allowed us to work on initiatives for mentoring, small learning communities, literacy coaching, and additional training in Reading Apprenticeship, differentiated instruction, and inclusive practices. We have also had the opportunity to add the Read 180 intervention for special education students at one high school, and System 44 for our high school's ESOL students.

Our elementary schools in warning or in a School Improvement status are implementing a reading redesign through which more students in need of support at all grade levels will be served by Reading Recovery teachers and Reading Specialists throughout the building. Two of our elementary schools, one of which is in School Improvement II, and both of which are Title I schools, are piloting Response to Intervention this year as a means to deal more efficiently and effectively with students at all levels. We anticipate that these schools will become a model for other elementary schools in the district.

Across all of our schools, tutoring continues, in particular, for those students who have not met proficiency on their reading and mathematics PSSA tests. This tutoring occurs in a variety of ways, either within the school day, or before or after school. Numerous tutoring strategies are used, including several that are technology based. Additionally, all of our schools complete school improvement plans, which are presented to the superintendent and his cabinet. Schools that are in Corrective Action or School Improvement status also run regular Student Achievement Task Force meetings, which are comprised of building and central office administrators, teachers, parents, and as appropriate, students. These task force meetings present the opportunity for schools to share their data and garner input from a wide array of resources as they plan to institute necessary changes.

Qualified, Effective Teachers and Capable Instructional Leaders

During the 2007-2008 school year, the Bethlehem Area School District employed 1,229 professional staff. Of these, the numbers indicate that we a slightly higher percentage of teachers with 10 or less years of experience (57%) compared to those with 11 or more (43%). The majority of our professional employees hold masters degrees (65%), while 1% hold a doctorate. The levels of experience may explain the remaining 44% with bachelor's degrees only. The BASD does, however, provide a tuition loan program to encourage professional staff to continue with their educational goals. In fact, the district covers the tuition for courses at Wilkes University and Moravian College, so that staff members do not have to pay out of pocket.

Within the 07-08 numbers of professional staff, 56 are noted as administrators or supervisors and 997 as teachers. Others are in the areas such as coordinated services. Of the teachers, 161 serve children in grades 4-6; 40 teach kindergarten, and another 13 teach in pre-k; 167 are teachers of children in grades 1-3; 142 are in specialists areas; and 29 teach special education children.

At the secondary level, there are 65 science teachers; 72 English teachers; 71 math teachers; and 65 social studies teachers. Additionally, there are 33 World Language teachers, 31 special education teachers, 99 "specialists", and 47 vocational education teachers.

Following an initial paper screening process, district personnel at different levels interview

potential teachers and administrators, and in the case of teachers, they also provide a demonstration lesson. This method allows for a more rounded view of the candidates and helps to ensure that we hire the most qualified and capable teachers and leaders for our schools.

Parent and Community Participation

Parents or guardians of students in the Bethlehem Area School District are regularly invited to be a part of committee work. They also participate in school-based parent-teacher associations throughout the district, and comprise the district's Parent Advisory Council (PAC). Some of the committees with which parents have been involved include the district's strategic planning committee, the superintendent's diversity committee, the gifted and talented task force, and the student task force committees for individual schools and for the district, which work on developing improvement plans. Schools maintain regular contact with parents through back-to-school nights, parent-teacher conferences, mailings, such as with PSSA results and other special notifications, and through announcements on their websites. District communication takes place largely through the website, and now, through the Parent Link system, which enables us to send out important messages district-wide to e-mail addresses, phones and fax numbers. Most recently, parents were also a part of the district's annual Inclusion/Literacy Academy, a professional development opportunity to which we added sessions of particular interest to parents and encouraged them to attend. On a regular basis throughout each school year, the superintendent and his cabinet also visit every school for meetings with parents to learn of their questions and concerns.

Pre-Kindergarten Transition

All children entering the Bethlehem Area School District's SPARK Program transition from home or from other programs in similar ways. Family members contact the program or are referred by physicians, health clinics, family center personnel, school district staff and others. The first contact is personal, usually by telephone but often by walking into the center. Information is exchanged between family member and the SPARK secretary; eligibility criteria is discussed; an application (student data collection form) and developmental history form are sent or given to family member.

Once the completed application and history form are received, the parents are called and are invited for a "First Visit" to the SPARK Center., where a staff person, usually the child's teacher meets the family and receives health and medical information and answers any additional questions family may have about the program. This exchange of information (can be conducted in English and/or Spanish) assures the family that the SPARK Program is an appropriate placement where the child's needs can be met. In addition, the teacher engages in play activities with the child. Observations are recorded and the information becomes an initial part of the assessment system.

Transition continues when the classroom staff persons are assigned and when the first home visit is scheduled. The teacher and the instructional assistant get to know the child and family in the familiar home setting even before the first day of school. Photographs of the child and the family are taken in the home and then become the focal point for the laminated placemat used for breakfast snack at school. This is one of the ways to build the bridge from home to school.

Transition to kindergarten is a year long process. We will participate in the community planning which will be initiated by the Community Engagement Coordinator of the United Way. In addition, the SPARK Center activities will include the following:

1. prekindergarten goal setting with parents and conversations about the similarities and differences between prekindergarten and kindergarten during home visits
2. use of literature and various media that reflect separation, "hello's and "good-byes" and

- expectations for kindergarten classes
3. family conference (parents and child) in January to introduce value of information exchange during a more formal setting at school
 4. assist parents with kindergarten registration process: sending home registration dates in monthly newsletters; assisting parents in completing required paperwork; discussing registration as topic during February Parent Committee Meeting
 5. use selected activities from "Kindergarten, Here I Come" calendar during parent meetings and home visits throughout the year
 6. schedule field trip in Spring to home school kindergarten class for each child accompanied by SPARK staff person
 7. invite district kindergarten teachers and elementary principals to visit SPARK classes
 8. invite family members to "step-up" (to kindergarten) classroom celebrations in Spring
 9. share "pass along" information (assessment results; approaches to learning; family involvement; attendance, etc.) with kindergarten teachers
 10. final home visit during last weeks of school year by teacher and instructional assistant

Utilization of Resources and Coordination of Services

Service/Resource	Description	Type
21st Century Community Learning Center (21st CCLC)/After School Partnership for Instruction, Recreation, and Enrichment (ASPIRE)	Students are offered a variety of academic interventions, enrichment, and recreational activities.	Student Services
Act 48 Committee	The Office of Curriculum & Instruction is a part of the Act 48 Committee, which plans and implements appropriate professional development throughout the district.	Other
Adapted Physical Education	Services in district operated programs are provided by district and IU20 physical education teachers.	Special Education
Assistive Technology Supports	Services/supports based on evaluation of student's needs to be able to access their educational environment.	Special Education
Attendance Monitoring	Provides support services to students and families for state-mandated attendance requirements.	Student Services
Behavioral supports and services to increase appropriate behavior and reduce disruptive or interfering behavior	Services/supports include: counseling supports, peer supports (e.g., facilitating friendships), individualized behavior support plans, Functional Behavioral Assessments, cooperative learning strategies	Special Education
Character, Academic, and Motivation Program (CA/MP)	Provides support and direction to students whose current behavior interferes with learning. Students in grades 6-10 who commit acts of misconduct will be assigned to CA/MP.	Student Services
Classroom Resources (Materials)	Hardware and software are available in classrooms for teaching and learning activities.	Other
Collaboration between regular education, special education, related services, and paraprofessional staffs	Adults working together to support students	Special Education

Electronic Communication	Electronic mail accounts are provided to all professional staff and to board members to facilitate communication. The district, building and individual staff websites provide communication to all stakeholders. VoIP and cellular service are available throughout the district.	Other
Family Centers	Students and families are offered community resources and school-based services.	Student Services
Hearing Therapy	Itinerant services are provided by IU employees through contract fee for services to diagnose and prescribe.	Special Education
Individual and Group Counseling	Treatment is based on personal student need as required for the benefit of the student and/or groups involved. Provided in multiple settings in each level of our system, incorporating use of guidance counselors, mental health professionals, and mental health workers who are district and/or IU20 staff.	Special Education
Internet Access	Internet service is available in classrooms and offices in all buildings district-wide. The Internet access is filtered per the requirement of the CIPA.	Other
Learning Walks	Central office and building administrators visit classrooms to observe and note best practices in literacy across grade levels and content areas.	Other
Lifeskills/Academic Maintenance Program	Provides an alternative academic program of study, which will enable students to successfully return to school at the conclusion of an expulsion.	Student Services
Occupational Therapy	Itinerant services are provided by IU employees through contract fee for services to diagnose and prescribe.	Special Education
Orientation and Mobility training	Services are provided through contract agreement with certified O&M therapist.	Special Education
Paraprofessional support	Enables students to receive direct support when needed	Special Education
Physical adaptations and modifications to the educational environment	Adaptations/modifications include: preferential seating, individualized desk, chair, etc., adaptive equipment, environmental aids (e.g., classroom acoustics, heating, ventilation) structural aids (e.g., wheelchair accessibility, trays, grab bars)	Special Education
Physical Therapy	Itinerant services are provided by IU employees through contract fee for services to diagnose and prescribe.	Special Education
Processing and Management of Data	Data is used by administrators, faculty and support staff to improve classroom instruction and meet the requirements of state and federal mandates.	Other

Professional Development	Training is provided to all professional staff in the use of technology for productivity and classroom integration.	Other
Professional development related to collaboration	Professional development activities are provided throughout the school year as well as within the annual inclusion/literacy academy	Special Education
Providing alternate ways to demonstrate learning	When the IEP team considers SAS, they also take into consideration the student's learning style and address how to best assess each student within the contents of the curriculum	Special Education
School Counseling	Provides all students K-12 with a comprehensive, developmental, and preventative/proactive counseling program.	Student Services
School Health Services	All students are provided with comprehensive, developmental, and preventative/proactive health services.	Student Services
SPARK	Provides early education and intervention to 3 and 4 year- old children and their families.	Student Services
Special Transportation	Provided based on student's individual needs as per IEP team. Services include bus monitor, lift gate bus, air-conditioned bus, transportation to an alternate location.	Special Education
Speech and Language Therapy	Services in district operated programs are provided by district speech and language therapists. Services to Bethlehem students in IU20 operated programs are provided by IU20 speech and language therapists.	Special Education
Student Assistance Program(SAP)	Provides support and referrals for students and families facing barriers to learning.	Student Services
Student Code of Conduct	Provides a K -12 framework for appropriate school behavior, consequences and interventions.	Student Services
Technical Support and Repair	Service is provided at the building and district levels for the maintenance, on-going support and repair of technology.	Other
Test modification/adaptation	Sample modifications include but are not limited to the following: limiting multiple choice answers, chunking vocabulary, essay choice, oral responses, and use of technology	Special Education
Transition Services	School to work transition services to become productive citizens utilizing parents, school, community, and business partnerships.	Special Education
Universal design	Using methods and materials that enable all students to access instruction	Special Education
Vision Therapy	Itinerant services are provided by IU employees through contract fee for services to diagnose and prescribe.	Special Education