

Erie City SD

District Level Plan

07/01/2020 - 06/30/2023

District Profile

Demographics

148 W 21st St
 Erie, PA 16502
 (814)874-6000
 Superintendent: Brian Polito
 Director of Special Education: Angie Kownacki

Planning Process

The Superintendent of Erie's Public Schools, Mr. Brian Polito, is leading the planning process ensure that appropriate systemic changes are properly identified and implemented with fidelity. Along with our staff, families, and community members, we began our efforts to implement "*Mobilizing Community, Igniting Excellence*" – our six-year strategic plan. This plan represents our community's vision for education in Erie. Many of the key points of the plan were incorporated into our LEA's Title I Comprehensive Plan. Focusing on academic achievement for all students – at all stages of their development – will be a primary focus for Erie's Public Schools.

The Assistant Superintendent, Mrs. Bea Habursky, met with principals throughout the school year to monitor their individual school level Title I plans to ensure they were being implemented. Additionally, she met with all administrative teams to review their updated plans for 2019-20. All schools presented their Comprehensive Plans to parents throughout the school year and solicited their input in developing the new plans for the upcoming academic year.

During the 2018-19 school year, schools focused their work on the beginning steps of implementing the goals of the strategic plan. Based on a collective belief in the inherent potential of all students, the plan challenges each of us to reach the six game-changing targets by 2024.

- At least 90% of students achieving proficiency in Reading by the end of Grade 3
- At least 90% of students achieving a 95% attendance rate
- 100% of students in grades K-12 participating in a real-world community project
- At least 70% of students in grades 3-8 achieving proficiency in Reading/Language Arts and at least 60% of students achieving proficiency in Math
- Achieving proportionality in disciplinary practices by ensuring 50% reduction in behavior incidents involving black/African-American students
- 100% of students obtaining a high school diploma and 0% of students dropping out of school

Although these challenges are daunting, Erie's Public Schools is confident in the knowledge that we are not alone in this work. Over the past year, our community partners have increased efforts to align their support of our schools to ensure that we are all working towards common goals.

While these community efforts are important, we know that the parents and families of our students remain our most critical partners. For that reason, we have asked them to make a renewed effort this year to support their students by making sure they attend school regularly and staying connected with their schools and teachers. Title I programs in all of our buildings focus on working with parents as equal partners. Parents are frequently asked for their input in shaping professional development opportunities for our teachers and goals for school level plan.

The District level plan is supported by members from each of the stakeholder groups: central administration, the board, parents, principals, teacher leaders, special education, instructional technology, representatives from the financial, academic and community advisory councils and community business leaders.

The Superintendent hosts a weekly leadership team meeting where issues and concerns impacting the District are brought to the table. Members of the leadership team consistently review sections of the strategic plan as well as school level data. For the purposes of this plan, the leaders and their committees reviewed the data, the guiding questions and developed the responses. The leadership team is responsible for the implementation, evaluation and monitoring of the plan. In addition to the district level planning process, all schools submitted their building level plans to the Board, Assistant Superintendent and Superintendent.

Mission Statement

In Erie's Public Schools, we champion high levels of student engagement and personalized pathways to educational excellence for every student, without exception.

Our primary purpose as an organization is to prepare our students to establish and achieve their higher education and career goals.

Vision Statement

Mobilizing community, igniting excellence.

It is our hope that our students will leave us fully prepared to embrace higher education and/or the work force. Our aim is to focus the school district and its community partners on its core purpose: accelerating learning, growth and success for every student, without exception.

In Erie's Public Schools, we champion high levels of **student engagement** and **personalized pathways** to **educational excellence** for every student, without exception.

Shared Values

We believe that...

- education must be student-centered and that every child can learn
- education is a responsibility shared by parents, students, educators, and the community
- education should be differentiated, because every student learns differently and has unique interests.

We acknowledge the importance of ...

- teaching the whole child
- providing support to meet students' academic, emotional, social, and creative needs
- distributing resources adequately and equitably.

During the 2018-19 school year, schools focused their work on the beginning steps of implementing the goals of the strategic plan. Based on a collective belief in the inherent potential of all students, the plan challenges each of us to reach the six game-changing targets by 2024.

At least 90% of students achieving proficiency in Reading by the end of Grade 3

At least 90% of students achieving a 95% attendance rate

100% of students in grades K-12 participating in a real-world community project

At least 70% of students in grades 3-8 achieving proficiency in Reading/Language Arts and at least 60% of students achieving proficiency in Math

Achieving proportionality in disciplinary practices by ensuring 50% reduction in behavior incidents involving black/African-American students

100% of students obtaining a high school diploma and 0% of students dropping out of school

Educational Community

The City of Erie is the fourth largest city in Pennsylvania and is Pennsylvania's only lake port city. Erie has a population of 97,369. Erie County has a population of more than 274,000 people. The community served by the district is urban.

The economic status of the Erie community: Erie County unemployment rate has been higher than Pennsylvania's rate for decades. Our current unemployment rate is 4%. The city's average annual wage is \$18,877 per year, while the US average is \$28,555. The skilled labor force is aging and there are concerns about our ability to replace a retiring workforce. Erie has a high poverty rate, with 17.5% of Erie County residents being below the poverty level. The City of Erie poverty rate is 27.8%. The Erie median household income is \$33,007 compared to the US median average is \$53,428.

Types of industries: The area's economy is changing. The manufacturing sector has experienced substantial job loss. The bright spots in the community are health care and tourism, while other sectors remain stable. The job and business growth over the past decade has been in the health care sector with more than 4,600 new jobs. Erie's largest employer is the former General Electric (WABTECH), manufacturing locomotives. There are approximately 20 major employers in the city, which provide health care, higher education, utilities, insurance, telecommunication and manufacturing services.

Organizational resources:

(1) Human resources

The district employs 823 teachers/guidance counselors/nurses, 55 administrators, various instructional support staff, and non-instructional support staff.

(2) Financial Resources

The district has an \$204,000,500.00 annual budget, including federal categorical funding.

(3) Physical Resources

The District owns 24 buildings including 16 operating school buildings, a central administration building, a culinary facility, a transportation/service center, two unoccupied schools, and 2 unoccupied schools that a sales agreement has been reached but the closing has not taken place and the Payne Ave building which has been sold, but the closing has not taken place. In addition, the district owns a considerable amount of real property ranging from instructional technology to vehicles.

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(4) Information Resources.

The district maintains libraries in each school building. In addition, each school is equipped with text books, periodicals, computers and internet access. The district also has a partnership with Jefferson Education Society, which provides opportunities for research capability.

Number and types of students served:

The district currently serves 11,740 students in 15 schools- 2 high schools, 3 middle schools, and 10 elementary schools. More than 80% of Erie students are eligible for free and reduced lunch, 18% are in special education, and 10% are English language learners. Our per pupil spending is less than out peer districts (-7.1%), county districts (-5.6%) and state averages (-18.9%). Our costs per pupil ranked 448 out of 500 Pennsylvania school districts, indicating that we are spending less than 89% of districts in the state.

Community resources: Locally, Erie County volunteer rates are above those of Pennsylvania and the nation. Erie's volunteer rate is behind Harrisburg, Lancaster and York. Erie has a robust nonprofit sector that provides educational, recreational, and cultural programming. There are many neighborhood resources serving families and children in the city, such as the Neighborhood Art House, Parade Street Community Center, JFK Center, Multicultural Resource Center, Bayfront NATO, Boys and Girls Club and many branches of the YMCA. At this writing, six of our schools are "Community Schools" which provide essential services to the neighborhoods they serve. Corporate sponsors work side by side with lead agencies to provide staffing and services to these schools. It is our hope that these buildings will become the 'hubs' of their communities by offering out of school programming and support for our families.

Opportunities the community offers to students: On a small scale, many nonprofit and community organizations individually work with our students within and out of school. The arts institutions provide programming and concerts. The YMCA's neighborhood centers and Boys and Girls Club provide out of school time programming. The District partners with organizations to provide after school programming, CHAMPS/GEARS, support for homeless students, teen parents, grief counseling, family support centers. Many of the schools enlist community engagement opportunities through grants (funding). All three middle schools partner with the Erie Arts Council and have an 'artist in residence' who works directly with the students on a large scale project throughout the year.

Community's response to the School District:, During all of the strategic planning sessions, the District held Town Hall meetings in different locations in the city. These town hall meetings allowed citizens to address their concerns, ask questions and offer suggestions for improvement. Hundreds of citizens attended those town hall meetings and stayed for hours. The feedback indicated that the community appreciated the opportunity to be heard, and there is strong approval for the Superintendent and the level of transparency. During the 2018-19 school year, citizens had the opportunity to share their thoughts regarding student discipline, attendance concerns and improving our graduation rate. The community was invited to Better Together events aimed at increasing public awareness of educational and behavioral issues facing our district and providing motivational speakers as well as workshops on such topics as parenting, nutrition, and exercise.

Additionally, we added a parent event for all Erie parents to share their thoughts and concerns regarding bullying issues in our schools. The district has an active 'online' presence allowing parents and community members the opportunity to share their thoughts via social media. During the 2019 school year, an Erie's Public Schools app was launched to make communication with the school and district easier for parents, students and stakeholders.

There is concern about the present achievement results and a desire to see the district demonstrate significant improvement in order to secure the economic future of the city and the region.

Planning Committee

Name	Role
Jill Crable	Administrator : Professional Education Special Education
Nora Dolak	Administrator : Professional Education Special Education
Bea Habursky	Administrator : Professional Education
Angela Kownacki	Administrator : Professional Education Special Education
Pam Mackowski	Administrator : Professional Education
Donald Orlando	Administrator : Professional Education
Brian Polito	Administrator : Professional Education
Scherry Prater	Administrator : Professional Education
Tim Sabol	Administrator : Professional Education
Diane Sutton	Administrator : Professional Education
Paulette Zagorski	Administrator : Professional Education
Lisa Brown	Business Representative : Professional Education Schoolwide Plan
Bill Jackson	Business Representative : Professional Education
Marty Nwachulwy	Business Representative : Professional Education
Katrina Byrd	Community Representative : Schoolwide Plan
Barry Koehler	Community Representative : Professional Education
Maura McLaughlin	Community Representative : Professional Education Schoolwide Plan
Alice Quinones	Ed Specialist - Other : Professional Education Special Education Schoolwide Plan
Deanna Kedzierski	Elementary School Teacher - Regular Education : Professional Education
Jenny Lourens	Elementary School Teacher - Regular Education : Professional Education Special Education

Nicole Potosnak	Elementary School Teacher - Regular Education : Professional Education
Stephanie Domowicz	High School Teacher - Regular Education : Professional Education
William Kuhar	High School Teacher - Regular Education : Professional Education
Rick Vitale	Instructional Technology Director/Specialist : Professional Education Schoolwide Plan
Jennifer Baker	Middle School Teacher - Regular Education : Professional Education Special Education Schoolwide Plan
Nina Siggia	Middle School Teacher - Regular Education : Professional Education Special Education Schoolwide Plan
Ally Cole	Middle School Teacher - Special Education : Professional Education Special Education Schoolwide Plan
Kelly Heberle	Parent : Professional Education Schoolwide Plan
Trisha Murphy	Parent : Professional Education Schoolwide Plan

Core Foundations

Standards

Mapping and Alignment

Elementary Education-Primary Level

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

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

The focus during the past few years for the District has been around math and literacy. The curriculum for those content areas is fully aligned to PA standards and eligible content. We have new adoptions beginning in 2019-2020 for Ready Math and Core Knowledge Language Arts (CKLA) for grades PK-2.

The content area of Civics and Government has not had as much attention developed and aligned to the shifts toward the Pa. Core Standards. We have adopted CKLA which incorporates World and US History, and will use this to drive improvements in this area.

In the area of Alternate Academic Content, those maps have not been developed or aligned. Students in those classes receive the same materials, resources and curricula as the general education student, however, the instruction is differentiated to fit the needs of the students.

Elementary Education-Intermediate Level

Standards	Mapping	Alignment
Arts and Humanities	Accomplished	Developing
Career Education and Work	Developing	Developing
Civics and Government	Needs Improvement	Developing
PA Core Standards: English Language Arts	Accomplished	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	Non Existent	Non Existent
Geography	Accomplished	Accomplished
Health, Safety and Physical Education	Accomplished	Developing
History	Accomplished	Accomplished
Science and Technology and Engineering Education	Accomplished	Developing
Alternate Academic Content Standards for Math	Non Existent	Non Existent
Alternate Academic Content Standards for Reading	Non Existent	Non Existent
American School Counselor Association for Students	Accomplished	Accomplished
English Language Proficiency	Accomplished	Developing
Interpersonal Skills	Accomplished	Developing
School Climate	Accomplished	Developing

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

The focus during the past few years for the District has been around math and literacy. The curriculum for those content areas is fully aligned to PA standards and eligible content. We have new adoptions beginning in 2019-2020 for Ready Math and Core Knowledge Language Arts (CKLA) for grades PK-2.

The content area of Civics and Government has not been developed or aligned to the shifts toward the Pa. Core Standards. We have adopted CKLA which incorporates World and US History, and will use this to drive improvements in this area.

Family and Consumer Science is an area where we have lacked resources/equipment to prioritize mapping and alignment efforts at this level. Over the course of this plan we will expose our intermediate level students to the CTE programs that relate to this content, such as Culinary Arts, Horticulture, and Child Support and Development.

In the area of Alternate Academic Content, those maps have not been developed or aligned. Students in those classes receive the same materials, resources and curricula as the general education student, however, the instruction is differentiated to fit the needs of the students.

Middle Level

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

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

As stated above Civics and Government content needs to be addressed. A committee will be posted in October of 2019 to begin working to adopt new middle school social studies materials that are fully aligned.

In the area of Alternate Academic Content, those maps have not been developed or aligned. Students in those classes receive the same materials, resources and curriculum as the general education student, however, the instruction is differentiated to fit the needs of the students.

The availability for World Language at the middle grades was eliminated with previous budget cuts, and will need to be re-examined during this Comprehensive Planning Cycle. Previously the District was using the Rosetta Stone program for students interested in World Language, but this was discontinued due to budgetary constraints.

High School Level

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

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

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

The curriculum for the Alternate Academic Content at the high school level needs to be addressed. Students at this level are included as much as possible, but are also educated in self-contained classroom settings. To the extent practical, the same materials are used as the general education students, but differentiated based on needs. Standards and eligible content progressions should be mapped for math and reading.

Adaptations

Elementary Education-Primary Level

Checked answers

- 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
- Science and Technology and Engineering Education

Unchecked answers

None.

Middle Level

Checked answers

- Career Education and Work
- 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

- Career Education and Work
- Economics
- Health, Safety and Physical Education
- Science and Technology and Engineering Education

Unchecked answers

None.

Explanation for any standards checked:

PA Future Ready PA Index requires the construction of a career portfolio that includes artifacts at each grade level. This has expanded planning and teaching of Career Education and Work Standards.

At the EEP and EEI levels, CKLA and Ready Mathematics adoptions are underway and being implemented in the 2019-2020 school year. These materials should allow us to expand and improve our teacher of PA Core Standards in Literacy, ELA and Math. Middle school is in the process of committee work that will inform a similar adoption for the 2020-2021 school year.

The physical education department used a grant to allow them to revamp the curricula for focused fitness and lifelong health. The emphasis is on ensuring that each individual meets his/her health and nutrition goals and establishes a lifetime of healthy habits. Teachers meet several times a year and have professional development to learn updated teaching techniques for health and physical education. This work has expanded to include Suicide Prevention and the new AED training required by PDE.

Family and Consumer Science was offered in middle school for the first time in nearly a decade during the 2018-2019 school year. The reconfiguration of schools allowed for the

critical mass of students necessary to offer this course.

Science and Technology: The Science maps continue to be a work in progress. Teachers have done extensive eligible content reviews and determined gaps and iterations with our resources and maps. A PAsmart Advancing grant is allowing for the construction of gaming labs in each of our two high schools, to increase access to computer science skills.

Curriculum

Planned Instruction

Elementary Education-Primary Level

Curriculum Characteristics	Status
Objectives of planned courses, instructional units or interdisciplinary studies to be achieved by all students are identified for each subject area.	Developing
Content, including materials and activities and estimated instructional time to be devoted to achieving the academic standards are identified.	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.	Developing

Processes used to ensure Accomplishment:

The processes that are being used to ensure the accomplishment are the following:

- New curriculum materials are aligned to the standards and the shifts to the Pa. Core Standards, including the Standards for Mathematical Practices for Ready Math.
- Materials are selected by a collaborative committee of teachers and administrators as designated by contract
- A timeline of committee selection, design, pilot, implementation and review has been developed
- A feedback cycle is built into the design of the curriculum work, so that there is a constant review process
- Formative & diagnostic assessment is designed to accompany curriculum materials.
- Teachers and administrators receive ongoing professional development around implementation of the curricula

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

N/A

Elementary Education-Intermediate Level

Curriculum Characteristics	Status
Objectives of planned courses, instructional units or interdisciplinary studies to be achieved by all students are identified for each subject area.	Developing
Content, including materials and activities and estimated instructional time to be devoted to achieving the academic standards are identified.	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.	Developing

Processes used to ensure Accomplishment:

The processes that are being used to ensure the accomplishment are the following:

- New curriculum materials are aligned to the standards and the shifts to the Pa. Core Standards, including the Standards for Mathematical Practices for Ready Math.
- Materials are selected by a collaborative committee of teachers and administrators as designated by contract
- A timeline of committee selection, design, pilot, implementation and review has been developed
- A feedback cycle is built into the design of the curriculum work, so that there is an constant review process
- Formative & diagnostic assessment is designed to accompany curriculum materials.
- Teachers and administrators receive ongoing professional development around implementation of the curricula

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

N/A

Middle Level

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

Processes used to ensure Accomplishment:

The processes that are being used to ensure the accomplishment are the following:

- the curriculum units and maps are based on the standards and the shifts to the Pa. Core Standards
- material adoptions are planned for the 2019-2020 school year that will strengthen our ability to meet state standards

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

N/A

High School Level

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

Processes used to ensure Accomplishment:

The processes that are being used to ensure the accomplishment are the following:

- the curriculum units and maps are based on the standards and the shifts to the Pa. Core Standards

- material adoptions are planned for the 2019-2020 school year that will strengthen our ability to meet state standards

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

N/A

Modification and Accommodations

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

This is an area in need of improvement for the District. Currently, differentiation is built into the curriculum and teachers access those modifications through teacher's guides and manuals. The standards and the curriculum were developed based on the general population of student. Teachers are provided professional development in each of the content areas around differentiation, both for striving learners and to enhance the learning. Currently, this is part of the classroom instruction.

The District uses and RTII model in some schools, but it is not District-wide. An intervention system is an area that is a need throughout the District. We need to develop a set of data-based decision protocols across the District which will guide students into differentiated interventions and enrichment.

Instruction

Instructional Strategies

Checked Answers

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

Unchecked Answers

- 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.

Formal classroom observation focused on instruction: The Danielson Framework for Teaching, as stated above, delineates the four domains of evaluation: Domain 1: Planning and Preparation, Domain 2: The Classroom Environment, Domain 3: Instruction, and Domain 4: Professional Responsibilities. The focus on the model is to support and improve classroom instruction through observation, conversation, meaningful feedback and evaluation. The Educator Effectiveness Model is designed to provide teachers with formative feedback to promote continuous improvement of practice. A summative component reports satisfactory or unsatisfactory performance at the conclusion of a teaching cycle.

Walkthroughs targeted on instruction: The District identified the need to expand the formal and informal capacity of administrators to support changes in teacher practice using observation and analysis of teacher practices. The district utilizes paetep software to support anecdotal and walkthrough observations, making it easy to gauge the level of implementation of the Learning Target Theory of Action. This framework has been embraced by the district for five years, and continues to be a focal instructional strategy for our district.

Annual instructional evaluations: The district is in compliance with the Educator Effectiveness Model as required by Act 82 by the state of Pennsylvania. The Danielson Framework for Teaching provides the rubric for teacher observation in 4 areas: Planning and Preparation, Classroom Environment, Instruction, and Professional Responsibilities. Ratings on these four areas comprise 50% of the teachers' evaluation in most cases. Other components of the Educator Effectiveness Model are Building Level Data (15%), Teacher Specific Data (15%) and Elective Data (20%). The district is using the PaETEP tool to capture evidence from classroom observations, and walk throughs, and to ensure that the teacher receives timely and relevant feedback on his/her performance in order to improve instruction.

In addition to the course work and application of observation to improve instruction, the District has implemented administrative Learning Walks which is a classroom visit designed for administrators to enhance their ability to more effectively monitor, evaluate, and improve teacher instructional practices through relevant and timely feedback.

Lesson plan evaluation: Lesson plans and instructional planning are evaluated by principals and supervisors through the collection and review of weekly and daily lesson plans submitted by teachers, collaborative lesson planning in Professional Learning Communities and review and feedback in Domain I, Planning and Preparation, in the Danielson Framework. Lesson plans are reviewed at the building level to ensure that the learning targets are aligned to the Pa Core Standards and that lessons include the appropriate level of challenge. As the district continues the learning target theory of action model, lessons include learning targets, the performance of understanding, and the success criteria for students.

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

N/A

Responsiveness to Student Needs

Elementary Education-Primary Level

Instructional Practices	Status
Structured grouping practices are used to meet student needs.	Implemented in 50% or more of district classrooms
Flexible instructional time or other schedule-related practices are used to meet student needs.	Implemented in 50% or more of district classrooms
Differentiated instruction is used to meet student needs.	Implemented in less than 50% 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.	Not Applicable

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

Gifted: At the primary level, students are not identified for gifted purposes.

Differentiated Instruction: Areas in need of improvement for the District include differentiation and intervention. The adoption of new elementary curricula in Math and Literacy will support interventions with targeted assessment-to-instruction platforms that included DIBELS 8 and i-Ready.

Elementary Education-Intermediate Level

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

scheduling and differentiated instruction are used to meet the needs of gifted students.	less than 50% of district classrooms
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If necessary, provide further explanation. (Required explanation if column selected was

Gifted: Students, in some schools are identified for Honors courses at the middle level based on assessments and grades. Not all schools with mid level students have ability to offer Honors courses due to staffing.

Differentiated Instruction: Areas in need of improvement for the District include differentiation and intervention. The adoption of new elementary curricula in Math and Literacy will support interventions with targeted assessment-to-instruction platforms that included DIBELS 8 and i-Ready.

Middle Level

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

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

Gifted: At the intermediate level, students are identified for the gifted program. Within the classroom, some schools do track students depending upon ability into honors courses.

Differentiated Instruction: One of the areas in need of improvement for the District is in the area of intervention. The majority of classroom instruction at the mid-level is whole group instruction.

High School Level

Instructional Practices	Status
Structured grouping practices are used to meet student needs.	Implemented in 50% or more of district classrooms
Flexible instructional time or other schedule-related practices are used to meet student needs.	Implemented in 50% or more of district

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

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

Differentiated Instruction: One of the areas in need of improvement for the District is in the area of intervention. The District does not have a fully developed model for differentiation at the high school level.

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 District follows the bargaining agreement when it assigns teachers to buildings. The agreement calls for the right to bid on open positions, based on seniority. This process does not always provide for the most effective or highly qualified teachers to be placed with students who are below proficiency or at risk. However, at the elementary level, the principal does have the managerial right to move teachers into classrooms where evidence supports that teacher will be most effective. At the middle and high school level, assignments are based on certification by content.

The interview process for open positions has been further refined by Human Resources and all applicants go through a vetting process designed to ensure that the best qualified teachers are offered positions in the district. After submitting an application for employment, applicants being considered for positions must complete a writing exercise that showcases their content knowledge on educational issues as well as their ability to organize their thoughts in a coherent manner. If candidates move to the first interview, they complete an interview with a group of panelists who are knowledgeable about the demands of the position that the applicant is interested in. If candidates receive a second interview, it is performance –based and typically involves having the applicant teach a short lesson to a group of students of mixed-ability from our schools. Applicants are rated by observers using a common rubric for their performance. Thus far this process has resulted in improvement in the quality of candidates hired in the district.

Erie's Public Schools allow potential candidates to 'Skype' or 'FaceTime' into initial interviews. This allowed our panelists to interview candidates from such states as North Carolina, Virginia, and New York.

This year the District began work with a Diversity Team in order to draw more highly qualified minority candidates to Erie's Public Schools, and our Director of Human Resources and a local administrator attended a recruitment fair in the Pittsburgh area in order to increase our pool of minority candidates. The Diversity Team meets on an ongoing basis in order to craft a feasible plan to attract and sustain minority candidates. Also, the district retains a positive working relationship with Mercyhurst University, Gannon

University, and Edinboro University and works in concert with them on numerous educational endeavors.

Assessments

Local Graduation Requirements

Course Completion	SY 20/21	SY 21/22	SY 22/23
Total Courses			26.00
English			4.00
Mathematics			4.00
Social Studies			4.00
Science			4.00
Physical Education			1.00
Health			0.50
Music, Art, Family & Consumer Sciences, Career and Technical Education			
Electives			8.50
Minimum % Grade Required for Credit (Numerical Answer)			

Graduation Requirement Specifics

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

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

Unchecked answers

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

changes to the assessment. Validated local assessments must meet the following standards:

- I. Alignment with the following State academic standards: English Language Arts (Literature and Composition); Mathematics (Algebra I) and Environment and Ecology (Biology).
 - II. Performance level expectations and descriptors that describe the level of performance required to achieve proficiency comparable to that used for the Keystone Exams.
 - III. Administration of the local assessment to all students, as a requirement for graduation, except for those exempted by their individualized education program under subsection (g), regarding special education students, or gifted individualized education plan as provided in ? 16.32 (relating to GIEP).
 - IV. Subject to appropriations provided by law, the cost to validate local assessments shall be evenly divided between the school district, AVTS or charter school, including a cyber-charter school, and the Department. If the Department does not provide sufficient funding to meet its share, local assessments submitted for validation shall be deemed valid until a new validation is due to the Department.
 - V. The Department will establish a list of entities approved to perform independent validations of local assessments in consultation with the Local Assessment Validation Advisory Committee as provided in ? 4.52(f).
 - VI. School boards shall only approve assessments that have been determined to meet the requirements of this subsection by an approved entity performing the independent validation. If a school district, AVTS or charter school, including a cyber-charter school, uses a local assessment that has not been independently validated, the Secretary will direct the school entity to discontinue its use until the local assessment is approved through independent validation by an approved entity.
- Completion of an Advanced Placement exam or International Baccalaureate exam that includes academic content comparable to the appropriate Keystone Exam at a score established by the Secretary to be comparable to the proficient level on the appropriate Keystone Exam.
 - Not Applicable. Our LEA does not offer High School courses.

Local Assessments

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

Methods and Measures

Summative Assessments

Summative Assessments	EEP	EEI	ML	HS
PSSA		X	X	
Keystone				X

Benchmark Assessments

Benchmark Assessments	EEP	EEI	ML	HS
DIBELS	X	X		
Easy CBM	X	X		

Formative Assessments

Formative Assessments	EEP	EEI	ML	HS
Everyday Math RSA	X	X		
Curriculum based	X	X	X	X

Diagnostic Assessments

Diagnostic Assessments	EEP	EEI	ML	HS
CDT		X	X	X

DRA	X	X		
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Validation of Implemented Assessments

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

Provide brief explanation of your process for reviewing assessments.

One of the stumbling blocks to the assessment plan was the ability to access data in a timely and efficient manner. The student management system allowed for scores to be input, but not item analysis or intervention.

The Classroom Diagnostic Tool (CDT) is an on-line assessment that the district utilizes in grades 3-12. This assessment has also allowed for teachers to have immediate access to their students' results. The tool has been designed to measure strengths and areas of need to help guide instruction and intervention. The questions are based on content covered by the Keystone Exams and the Pennsylvania System of School Assessments. Many schools have started intervention and enrichment groups based on the results of this test.

Conferencing with students about their results and setting goals has shown to be a positive approach to involving the students in the learning process.

Teachers examine assessment data in PLCs to discuss assessment results and best-practices in assessment proctoring and addressing areas of strength and need.

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.

NA

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 District's system to collect, analyze and disseminate data includes:

- Administrators receive professional development on data sources such as PVAAS, DRC Report Cards, and Emetric. These data sources are used to build school improvement plans.
- Access to Classroom Diagnostic Tool (CDT) is available to administrators and teachers in grades 3-12.
- The district has an Assessment Coordinator to support effective use of assessments.

[

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.

Currently assessment data is analyzed and reviewed at the building level. Teachers and administrators review the data in small group PLC or grade level meetings. Teachers implement modifications to instruction based on that data, however, the District now has a fully-realized system of math and literacy interventions in PK-5 buildings. Interventions in middle and high schools are an area of concern where work needs to be done.

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		
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		
Instructional practices modified or adapted to increase student mastery.	X	X		

Provide brief explanation of the process for incorporating selected strategies.

Currently assessment data is analyzed and reviewed at the building level. Teachers and administrators review the data in small group PLC or grade level meetings. Teachers implement modifications to instruction based on that data. The District now has a fully-

realized system of math and literacy interventions in PK-5 buildings. Administrators assist the teachers in accessing the data, collaborate with teachers to interpret the results and modify instruction based on those results. Interventions in middle and high schools are an area of concern where work needs to be done.

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

Currently assessment results are reported by score and proficiency indicator. As the District moves toward consistent and curriculum-based assessments, anchors and learning objectives will be embedded. Students who do not demonstrate mastery will be identified quickly. This immediate identification of students will allow teachers to collaborate on the type of instructional strategies that will increase the potential for success.

Interventions in middle and high schools are an area of concern where work needs to be done. Curriculum material adoptions will support interventions beginning with the 2019-2020 school year.

Distribution of Summative Assessment Results

Distribution Methods	EEP	EEI	ML	HS
Course Planning Guides				X
Directing Public to the PDE & other Test-related Websites	X	X	X	X
Individual Meetings	X	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				
Press Releases	X	X	X	X
School Calendar	X	X	X	X
Student Handbook				
School designed social media	X	X	X	X

Provide brief explanation of the process for incorporating selected strategies.

The District has recently converted to a new website manager called Schoolwires. Schoolwires allow each department, school and teacher to have a webpage that they can edit in real time. This decentralized approach to communication allows the District to keep the content fresh and up-to-date. This new website will allow the accurate, flexible management of data for our families, teachers, administrators and community. In addition to Schoolwires, the District uses a One-Call system district-wide to communicate information to families. Messages about Parent conference days to discuss assessment results have proven to be effective in the District.

The district has an Assessment Coordinator to support effective use of assessments. A detailed assessment calendar is included on the website.

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

The District has developed a student handbook. Newsletters are utilized at the building level, but District information is disseminated from the website and social media pages.

Safe and Supportive Schools

Assisting Struggling Schools

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

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

The District's process for assisting schools that do not meet the annual student achievement targets is met through the addition of a Director for Elementary Education and a Director of Secondary Education. The Directors visit schools on a regular basis and assist principals in navigating the changes needed to improve academic performance. All principals have set professional development goals for their buildings and schools given the designation of Focus or Priority have undergone the stringent planning process required by the state. The priority school has been assigned an ARL (Academic Recovery Liaison) and receives assistance through IU5. We relocated our alternative education program to a larger facility in November of 2014 in order to better accommodate the needs of students with behavioral challenges who were not successful in their school environment. We added a pilot of both the Read 180 and System 44 programs to provide the opportunity for our struggling readers and ELL students with language barriers to improve their reading comprehension. Fourteen of our schools have been trained in the Olweus Bullying Prevention Program and we continue to update training throughout the yearly cohorts (4 in 2014/2015). The district is also ensuring that all schools are invested in implementing research-based positive behavior program (example: Responsive Classroom, Positive Behavior and Intervention Support).

Programs, Strategies and Actions

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

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

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

Presently we have a peer mediation program at Wilson Middle School, and this program could be used as a model to be expanded to other buildings. We do not have a safety and violence prevention curricula per se, though we are incorporating elements of this topic into a new 9th grade Freshmen Seminar class, and due to teen violence experienced in the summer of 2015, we are looking for opportunities to further incorporate safety and violence prevention. We do have Olweus Bullying Prevention Programs at a number of elementary schools. In one high school, we have cameras in all classrooms, though the original intent of these cameras was for use by teachers to improve instructional strategies. These cameras, purchased with SIG grant funds, have been used to review evidence of disruptive behavior. It is not feasible for us to have metal detectors in our schools because of the age of the buildings and the number of entrances and exits. We are presently providing a school resource officer to be shared at Alternative Education sites, and provide Erie School District police throughout the district. We also have a group of community members known as Blue Coats who are instrumental in keeping order in our schools.

Screening, Evaluating and Programming for Gifted Students

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

In compliance with state law, the Erie School District provides services designed to meet the unique needs of gifted students. The Erie School District identifies "gifted" students on a case by case basis based on state law and District policy. Such students may possess superior IQ scores or meet multiple criteria indicating gifted ability. If parents believe or their child is believed to be in need of such services, they will be notified of evaluation procedures. Through various awareness activities and annual public notices, parents are informed that if they believe their school age child may qualify for gifted education services, they may contact the District at any time to request a determination of eligibility at no cost to the parent.

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

Students can be screened at any grade for the program and may be referred for a Gifted Multi-Disciplinary Evaluation (GMDE) through a teacher or parent referral.

A student's teacher and school counselor have received training related to the characteristics of gifted students. If the teacher feels that a student may be in need of specially designed instruction, they will make the referral.

A parent can, at any time, request that his or her child be screened for Gifted Support. Parents may contact any school official regarding their interest in comprehensive screening. When a verbal request for a GMDE is made, the school must provide the parents a copy of the Permission to Evaluate form with 10 calendar days of the oral request. District will issue a Permission to Evaluate and following parental consent on this form, the District has 60 calendar days to complete a GWR followed by a GMDE meeting to discuss the outcomes of the GWR.

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

Gifted Support services are provided for students who meet eligibility criteria as listed in Chapter 16 of the Pennsylvania School Code. Identification is based upon exceptional cognitive ability, leadership skills, creativity, and other outstanding qualities. In addition to ability and achievement testing, a rubric is used to determine eligibility and to identify those students for whom a Gifted Individualized Educational Program (GIEP) will be developed. GIEP goals are linked to the state standards, and measurable progress monitoring will be reported to parents.

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.

Student identified as gifted are eligible to participate in a variety of challenging learning experiences which enhance and enrich students' educational studies.

The elementary and middle level enrichment program offers advanced-level learning opportunities above and beyond the realm of the classroom through hands-on learning, critical thinking and teamwork.

Projects are developed by using the Pennsylvania's Common Core State Standards and building on the students' strengths and interests.

STEM Activities (

science, technology, engineering, and math) are incorporated into the many activities

Developmental Services

Developmental Services	EEP	EEI	ML	HS
Academic Counseling			X	X
Attendance Monitoring	X	X	X	X
Behavior Management Programs	X	X	X	X

Bullying Prevention	X	X	X	X
Career Awareness				X
Career Development/Planning				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				
Health and Wellness Curriculum	X	X	X	X
Health Screenings	X	X	X	X
Individual Student Planning				
Nutrition	X	X	X	X
Orientation/Transition			X	X
RTII/MTSS				
Wellness/Health Appraisal	X	X	X	X

Explanation of developmental services:

Many health and wellness responses based on cooperation among nurses, gym teachers and administrators.

Diagnostic, Intervention and Referral Services

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

Explanation of diagnostic, intervention and referral services:

The ESD provides staff to work with building level SAP teams to coordinate intervention options for students and families. These master level staff conduct small group and individual non therapeutic sessions as determined by the SAP team. In addition they facilitate responses to threats of self harm and/or mental health crisis situations. On a

weekly basis they present the more challenging scenarios to a consulting child psychiatrist for additional insight and recommendations. These staff work out of all of the ESD's high and middle schools as well as three of our elementary schools. The remaining school have access to these staff on an as needed basis.

Referred students' behaviors are monitored for observable changes that may warrant intervention adjustments or follow ups. Throughout a students involvement with our district various documents and records are collected. This documentation is kept in compliance with applicable HIPAA and FERPA regulations. There are many internal and external support services that a student may become involved in. Through our Student Assistance Program (SAP) nurses, counselors, mental and behavioral health staff, school psychologists, family support personnel in addition to teachers and administrators collaborate on student interventions. They utilize a vast array of community resources to offer good intervention options to parents in support of their child's progress.

Consultation and Coordination Services

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

Explanation of consultation and coordination services:

We realize that some students attending the Erie School District need an alternative education environment. We work with these students to develop and enhance the skills necessary to function appropriately in school. The ultimate goal is to have these students function well within their home school. As noted earlier because of the nature of education there is a level of case management from medication dispersion, behavioral trends, immunization records, interventions, etc. If there is observable information on a student that rises to the level of concern these district personnel work together to support the student. In all of these situations efforts are made to involve and keep the parents involved in their child's interventions. The district has programs that provide weekly contacts with families of newly born children. Through a model that promotes parents as the first and best teacher for their children, the district helps

parents understand what to expect of their child developmentally. Information, recommendations, monitoring and referrals to community resources are utilized regularly.

Communication of Educational Opportunities

Communication of Educational Opportunities	EEP	EEI	ML	HS
Course Planning Guides				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	
Press Releases	X	X	X	X
School Calendar	X	X	X	X
Student Handbook	X	X	X	X
Editorial Board Meetings (District Level) with Newspaper	X	X	X	X
Comprehensive Common Core Communications Plan (Internal and External)	X	X	X	X
Community/School Townhall Meetings	X	X	X	X
Community Advisory Councils	X	X	X	X
Educational Focus Groups	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	X	X	X	
School Calendar	X	X	X	X
Student Handbook	X	X	X	X
Health Fairs (Collaboration with Universities)	X	X	X	X
External Agency Brochures/Flyer Distribution	X	X	X	X
Individual Phone Calls from School Nurses	X	X	X	X
School-Based Health Center (UPMC)	X	X	X	
Health Alerts (with County Department of Health) to	X	X	X	X

Primary Care Physicians				
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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 support staff meet weekly in grade level teams to discuss student progress and use data to make effect changes to instruction. Each building has a BEST or Building Educational Support Team that meets weekly to discuss individul student concerns. The BEST reviews progress monitoring data and makes recommendations for interventions that are implemented and reviewed for effectiveness every 4-6 weeks.

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 district meets regularly with Early Childhood Programs to encourage quality early learning experiences and to provide additional support to families.

Representatives of the district work with the Success by 6 Group to ensure positive outcomes for children . Areas of focus are: Child abuse and neglect, children with

special needs, children's health care, education, parent education, community awareness, and school transition.

The Local Interagency Coordinating Councils are groups that consist of representatives from families, county administration, Intermediate Units, school districts, Early Intervention Providers, service coordinators, health agencies and other community agency. The LICC/Success by 6 Special Needs Committee is committed to developing ways to increase coordination and collaboration between service providers, improve information sharing, remove roadblocks to services, provide a forum for problem solving, and implementing plans for all transitions between agencies for all children from birth to 5 years of age.

LICC members have a shared vision of identifying and providing services to children from birth to five years old who are in need of services to accommodate strengths and needs. Likewise, each agency, through an individualized approach, addresses the need to empower and involve the family in the Early Intervention process. Family participation and team planning are integral ingredients in each agency's philosophy. Each agency remains committed to identifying and utilizing the best means available to provide service to identified youth and involving them in the most inclusive and least restrictive

Preschool Agency Coordination

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

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

1. All Pre-K students are enrolled in our programs by a state regulated needs criterion. We also add other criteria once they have met the state regulated criterion. For example, we want to fill the school based pre-K programs with students who would be attending the school in kindergarten.

Students are observed and assessed using the Work Sampling assessment in September, January, and May. They also are screened at the beginning of the year using "Ages and Stages", which is completed by the teachers and parents.

Following formative assessment and classroom intervention, teachers may refer appropriate students to our "Early Intervention Program" after a sufficient period of observation

and analyzing assessments. Students are assessed by appropriate staff from the district's Early Intervention Program. Referrals may also come from parents, community agencies and health providers.

If students are determined eligible for Early Intervention Services, an IEP team meeting is held to determine appropriate programming.

2. The ESD acts as the LEA for Pre-K Counts Program for both the district and partner sites.

The Federal/State Coordinator

manages the grant applications, budgets, staffing, teacher evaluation, and professional development opportunities.

The Pre-K Coach assists with curricula, ECERS evaluation, site visits, data entry on Pelican, and professional development. Monthly meetings are scheduled

to coordinate issues and updates with all partner sites. Monthly or quarterly payments are made to each site for operational expenses. The

regional manager also participates with coordination of the program with the LEA and partners with site visits, phone calls, and e-mails.

3. The ESD works with SB6 (Success by Six) to coordinate a smooth transition from Pre-K to kindergarten in our schools.

Monthly meetings are held to facilitate parent workshops, school visits, and kindergarten enrollment assistance. Student records are

sent to the receiving school by the Pre-K sites along with assessment data. Our Pre-K program provides students the necessary

skills sets to ensure success in the transition to kindergarten. Students who receive preschool early Intervention are evaluated by a

district school psychologist and/or speech therapist to make a school aged eligibility determination.

Pre-K classes have been added to all of our elementary schools. The Pre-K Counts is a competitive grant in which Erie's Public Schools is the Lead Agency. Partners include Early Connections, St. Benedict Center and the YMCA. The partners share 19 full day and 35 half day slots.

An initiative in collaboration with Mercyhurst University has allowed us to increase the number of Pre-K children serviced in Erie's Public Schools from 55 in the 2013-2014 school year to 188 in 2014-2015 and now 208 children in 2019-2020

EPS has full day classrooms in each of our Elementary Schools:

- Diehl Elementary School
- [Edison Elementary School](#)
- [Harding School](#)

- Jefferson Elementary School
- JoAnna Connell Elementary School
- [Lincoln Elementary School](#)
- [McKinley Elementary School](#)
- [Perry Elementary School](#)
- Pfeiffer-Burleigh Elementary School

The Pre-K Count Teachers must have an Early Childhood Education Certification and the Teacher Assistants need to be Highly Qualified Para Professionals. According to the Pre-K Counts Grant, we must maintain a 10:1 student to adult ratio at all times in the classroom. Classrooms are monitored by the Office of Child Development and Early Learning (OCDEL) using the Early Childhood Environmental Rating Scale (ECERS). All Pre-K students are enrolled in our programs by a state regulated needs criterion. We also add other criteria once they have met the state regulated criterion. For example we want to fill the school based pre-K programs with students who would be attending the school in kindergarten. Students are observed and assessed using the Work Sampling assessment in September, January, and May. Teachers refer appropriate students to our Early Intervention Program after a sufficient period of observing and analyzing assessments. Students are assessed by appropriate staff from the Early Intervention team, and an eligibility determination is made. If a student qualified for an IEP, a meeting is held to develop appropriate programming.

The ESD acts as the LEA for Pre-K Counts Program for both the district and partner sites. The Federal/State Coordinator manages the grant applications, budgets, staffing, teacher evaluation, and professional development opportunities.

The Pre-K Coach assists with curricula, ECERS evaluation, site visits, data entry on Pelican, and professional development. Monthly meetings are scheduled to coordinate issues and updates with all partner sites. Monthly or quarterly payments are made to each site for operational expenses. The regional manager also participates with coordination of the program with the LEA and partners with site visits, phone calls, and e-mails.

Students from partners sites are referred to the ESD "Early Intervention Program" for evaluation and/or appropriate services.

The ESD works with SB6 (Success by Six) to coordinate a smooth transition from Pre-K to kindergarten in our schools.

Monthly meetings are held to facilitate parent workshops, school visits, and kindergarten enrollment assistance. Student records are sent to the receiving school by the Pre-K sites along with assessment data. Our Pre-K program provides students the necessary skills sets to ensure success in the transition to kindergarten.

We also administer the Preschool Early Literacy Indicator (PELI), a DIBELS assessment to our 4 year old Pre-K students. This practice began in the 14-15 School Year and continues. The assessment is given in September/October and then again in May. The scores are recorded into the DIBELS system and can be accessed by the child's teachers. The building Principals have had several professional development sessions on what to look for in the Pre-K classroom. They are responsible for their Pre-K Teacher's evaluation.

Materials and Resources

Description of Materials and Resources

Elementary Education-Primary Level

Material and Resources Characteristics	Status
Aligned and supportive of academic standards, progresses level to level and demonstrates relationships among fundamental concepts and skills	Developing
A robust supply of high quality aligned instructional materials and resources available	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	Developing

Provide explanation for processes used to ensure Accomplishment.

The adoption of Core Knowledge Language Arts and Ready Mathematics in 2019-2020 ensures access to instructional materials and resources of highest quality in a manner that is effective and efficient. Student and teacher resources have all been distributed to buildings and 1000 iPads were purchased to support access to digital resources (Amplify Reading, i-Ready, mclass, and DIBELS 8).

All elementary buildings have at least one preK classroom, allowing access to high-quality preK for young learners. These classrooms are all taught by an Early Childhood certified teacher.

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

N/A

Elementary Education-Intermediate Level

Material and Resources Characteristics	Status
Aligned and supportive of academic standards, progresses level to level and demonstrates relationships among fundamental concepts and skills	Developing
A robust supply of high quality aligned instructional materials and resources available	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	Developing

Provide explanation for processes used to ensure Accomplishment.

The District was able to utilize GE Foundation Grant funds to scale up inquiry-based science for all students in K-5, and has a Science Material Center that provides teachers all of the resources that they need to implement hands-on science. The adoption of Core Knowledge Language Arts and Ready Mathematics in 2019-2020 ensures access to instructional materials and resources of highest quality in a manner that is effective and efficient. Student and teacher resources have all been distributed to buildings and 1000 Chromebooks were purchased to support access to digital resources (Amplify Reading, i-Ready, mclass, and DIBELS 8).

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

N/A

Middle Level

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

Provide explanation for processes used to ensure Accomplishment.

The Science Material Center ensures that all science kits are refurbished and delivered in a timely manner.

Mid-level mathematics curriculum committee work began in July 2019 and is slated to recommend new materials for adoption in early 2020. These resources would be fully implemented in the 2020-2021 school year.

Middle school students are receiving Career Education through their social studies classrooms, and have access to career portfolio software to support artifact collection for Future Ready PA.

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

N/A

High School Level

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

Provide explanation for processes used to ensure Accomplishment.

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

N/A

SAS Incorporation

Elementary Education-Primary Level

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

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

Further explanation for columns selected "

As stated in other sections of the Comprehensive Plan, the District plans to review and align Social Studies at the K-12 level. As the District moves forward with this work, the SAS material and resource section will be part of that process.

The District needs to address the Alternate Academic Content standard as part of the differentiation model.

Elementary Education-Intermediate Level

Standards	Status
Arts and Humanities	Implemented in 50% or more of district classrooms
Career Education and Work	Implemented in 50% or more of district classrooms
Civics and Government	Full Implementation
PA Core Standards: English Language Arts	Implemented in 50% or more of district classrooms
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Full Implementation
PA Core Standards: Mathematics	Full Implementation
Economics	Implemented in less than 50% of district classrooms
Environment and Ecology	Implemented in 50% or more of district classrooms
Family and Consumer Sciences	Level of Implementation is Unknown
Geography	Full Implementation
Health, Safety and Physical Education	Implemented in 50% or more of district classrooms
History	Implemented in 50% or more of district classrooms
Science and Technology and Engineering Education	Full

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

Further explanation for columns selected "

As stated in other sections of the Comprehensive Plan, the District plans to review and align Social Studies at the K-12 level. As the District moves forward with this work, the SAS material and resource section will be part of that process.

The District needs to address the Alternate Academic Content standard as part of the differentiation model.

Middle Level

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

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

Further explanation for columns selected "

As stated in other sections of the Comprehensive Plan, the District plans to review and align Social Studies at the K-12 level. As the District moves forward with this work, the SAS material and resource section will be part of that process.

The District needs to address the Alternate Academic Content standard as part of the differentiation model.

High School Level

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

	is Unknown
American School Counselor Association for Students	Level of Implementation is Unknown
English Language Proficiency	Implemented in 50% or more of district classrooms
Interpersonal Skills	Implemented in 50% or more of district classrooms
School Climate	Implemented in 50% or more of district classrooms
World Language	Implemented in 50% or more of district classrooms

Further explanation for columns selected "

As stated in other sections of the Comprehensive Plan, the District plans to review and align Social Studies at the K-12 level. As the District moves forward with this work, the SAS material and resource section will be part of that process.

The District needs to address the Alternate Academic Content standard as part of the differentiation model.

Early Warning System

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

Not answered

Professional Education

Characteristics

District's Professional Education Characteristics	EEP	EEl	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	X	X	X	X

effective practice research, with attention given to interventions for struggling students.				
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 provides:

- Training to teachers and administrators regarding instructional best-practices and materials adoptions
- Act 48 for teachers who register for courses in our BPlus system
- Use of professional learning communities in all buildings to enhance teacher practice
- Differentiated professional development for instructional staff
- New teacher induction professional development (Urban Institute)
- District level training for administrators and teachers around observation and evaluation

Various committees, through the Strategic Plan, serve to empower the District's administrators and teachers to work more effectively with the families and community. In addition to the committees, each Title I school has a parent advisory committee that helps with building specific programs and functions. At the high school level, there are also parent groups. The Career and Technical school has a Occupational Advisory Groups for all labs. The other high schools have established parent groups that help to serve in those schools.

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

In the area of providing a variety of classroom-based assessments, the District has established an assessment calendar and FAQ document that will be used in the 2019-20 school year.

In the area of instructing the leader in managing resources for effective results, the District implemented an Enterprise Resource Planning system (ERP) that decentralizes functions such as payroll, finance and HR. Prior to this purchase, all resource decisions were made by Central office. With the implementation of the Business Plus system, administrators have the ability to monitor their own school budgets. As this is a new function for the administrators, additional professional development and training is needed so that they are confident in the process and the tool.

Professional Development

Erie City SD Professional Development

Title:	SWPBIS
Description	All buildings will have initial SWPBIS training by 2020.
Person Responsible	Ken Nickson
Start Date:	8/30/2019
End Date:	6/11/2021
Proposed Cost/Funding:	Start Year End Year Cost Funding Source
Program Area(s):	Professional Education
Hours Per Session	2
# of Sessions:	5
# of Participants Per Session:	30
Provider:	Ken Nickson + Core Team

Provider Type:	IU
PDE Approved:	No
Knowledge Gain:	SWBIS framework and strategies
Research & Best Practices Base:	SWBIS framework and strategies
For classroom teachers, school counselors and education specialists:	<ul style="list-style-type: none"> • Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students. • Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making. • Empowers educators to work effectively with parents and community partners.
For school or LEA administrators, and other educators seeking leadership roles:	<ul style="list-style-type: none"> • Provides leaders with the ability to access and use appropriate data to inform decision-making. • Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.
Training Format:	<ul style="list-style-type: none"> • LEA Whole Group Presentation • Series of Workshops
Participant Roles:	<ul style="list-style-type: none"> • Classroom teachers • Principals / Asst. Principals • Supt / Ast Supts / CEO / Ex Dir • School counselors • Paraprofessional • New Staff
Grade Levels:	<ul style="list-style-type: none"> • Elementary - Primary (preK - grade 1) • Elementary - Intermediate (grades 2-5) • Middle (grades 6-8)

	<ul style="list-style-type: none">• High (grades 9-12)
Follow-up Activities:	<ul style="list-style-type: none">• Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers• Creating lessons to meet varied student learning styles• Peer-to-peer lesson discussion• Joint planning period activities
Evaluation Methods:	<ul style="list-style-type: none">• Classroom student assessment data• Participant survey• Behavior data

**Erie City SD
Professional Development**

Title:	Student Engagement
Description	Focus areas: *Learning Targets *Differentiated Instruction *Student Engagement
Person Responsible	Teresa Szumigala
Start Date:	9/9/2019
End Date:	6/9/2023
Proposed Cost/Funding:	Start Year End Year Cost Funding Source
Program Area(s):	Professional Education, Teacher Induction, Special Education
Hours Per Session	2
# of Sessions:	30
# of Participants Per Session:	30
Provider:	Erie's Public Schools -
Provider Type:	School Entity
PDE Approved:	No
Knowledge Gain:	Incorporating the following focus areas into everyday teaching: *Learning Targets *Differentiated Instruction *Student Engagement
Research & Best Practices Base:	Incorporating the following focus areas into everyday teaching: *Learning Targets *Differentiated Instruction *Student Engagement
For classroom teachers, school counselors and education specialists:	<ul style="list-style-type: none"> Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for

	<p>struggling students.</p> <ul style="list-style-type: none"> • Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making. • Empowers educators to work effectively with parents and community partners.
<p>For school or LEA administrators, and other educators seeking leadership roles:</p>	<ul style="list-style-type: none"> • Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards. • Provides leaders with the ability to access and use appropriate data to inform decision-making. • Empowers leaders to create a culture of teaching and learning, with an emphasis on learning. • Instructs the leader in managing resources for effective results.
<p>Training Format:</p>	<ul style="list-style-type: none"> • LEA Whole Group Presentation • Series of Workshops • School Whole Group Presentation • Professional Learning Communities
<p>Participant Roles:</p>	<ul style="list-style-type: none"> • Classroom teachers • Principals / Asst. Principals • Supt / Ast Supts / CEO / Ex Dir • School counselors • Paraprofessional • New Staff • Other educational specialists
<p>Grade Levels:</p>	<ul style="list-style-type: none"> • Elementary - Primary (preK - grade 1) • Elementary - Intermediate (grades 2-5)

	<ul style="list-style-type: none"> • Middle (grades 6-8) • High (grades 9-12)
Follow-up Activities:	<ul style="list-style-type: none"> • Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers • Analysis of student work, with administrator and/or peers • Creating lessons to meet varied student learning styles • Lesson modeling with mentoring
Evaluation Methods:	<ul style="list-style-type: none"> • Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. • Student PSSA data • Standardized student assessment data other than the PSSA • Classroom student assessment data • Participant survey • Review of participant lesson plans

Educator Discipline Act 126, 71

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

Questions
The LEA has conducted the required training on:
8/12/2018 All employees received the five year compliance training.
The LEA plans to conduct the required training on approximately:
8/12/2023 All employees will receive mandated reporting training as per the 5 year timeline.

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

Questions
The LEA has conducted the training on:
8/21/2018 Two of four hours
The LEA plans to conduct the training on approximately:
10/14/2019 Last hours of training

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

Questions
The LEA plans to conduct the training on approximately:
8/26/2020 Training to be scheduled

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.

Data in form of surveys, needs assessments, achievement scores, focus groups, and school level improvement plans are the basis for the District's professional development framework. Expertise from the Intermediate Unit, Amplify, Curriculum Associates, principals and other content providers are key components in our pd planning and delivery.

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

With the revamping of the District's professional development framework, each of the above strategy has been addressed. The plan calls for the ongoing monitoring and evaluation to ensure that it has an impact on teaching practices and student learning. providing relevant, timely and meaningful feedback to administrators so that they can move instructional practice forward in their buildings. They have also closely monitored the use of the PaETEP tool to ensure that we are moving towards inter-rater reliability and that administrators are providing teachers with appropriate feedback related to the Danielson Model. Instructional coaches have been maintained and have been integral to the professional development that takes place in the buildings by working closely with both Instructional Leadership Teams and Professional Learning Communities

Induction Program

Checked answers

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

- Workshops include: Building Relationships and Co-Teaching, Behavior and Classroom

Unchecked answers

- Inductees will effectively navigate the Standards Aligned System website.

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

The Teacher Induction Planning Committee meets yearly to review the feedback from participants, mentors and principals. This information is used to make revisions, improvements, and changes or additions to the Induction Program sessions.

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

Currently, the Induction Program does not mandate that new teachers are required to have training in the Standards Aligned System (SAS); however, opportunities for learning how to navigate the Standards Aligned System (SAS) are determined by individual building administrators who may decide to provide site-based professional development. Additional opportunities to engage with colleagues and faculty members are provided by building administrators through site-based faculty meetings, PLCs, and grade level meetings.

Needs of Inductees

Checked answers

- Frequent observations of inductee instructional practice by a coach or mentor to identify needs.
- Frequent observations of inductee instructional practice by supervisor to identify needs.
- Regular meetings with mentors or coaches to reflect upon instructional practice to identify needs.
- Student PSSA data.
- Standardized student assessment data other than the PSSA.
- Classroom assessment data (Formative & Summative).
- 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).
- Professional articles, group discussions, and surveys.

Unchecked answers

None.

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

The Teacher Induction Planning Committee meets yearly to review the feedback from participants, mentors and principals. This information is used to make revisions, improvements, and changes or additions to the Induction Program sessions.

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

The District does not require Inductees to maintain a personal portfolio. They are, however, required to document and submit Teacher Induction/Mentor meeting forms monthly that outlines goals and objectives of mentor/mentee meetings. Inductees are encouraged to maintain a professional development portfolio using PA-etep.

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).
- Building principals will meet with the mentor/mentee quarterly to ensure goals are being met.

Unchecked answers

- Mentors and inductees must have compatible schedules so that they can meet regularly.

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

The administrator of each building has the sole responsibility for selecting mentor teachers and providing mentor and new teachers with necessary support. The Human Resource Department provides each principal with required criteria and additional recommendations for mentor selection

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

Mentors must meet the following criteria mandated by the district:

- Minimum of five (5) years teaching experience
- Minimum of two (2) years teaching in Erie's Public Schools
- Must possess a Level II Permanent Teaching Certification

Additional criteria for consideration of mentor selection to building administrators:

- Similarity in grade level or curricular area
- Location and/or proximity of classrooms
- Willingness to commit time
- Ability to model best practices in instruction and classroom management

Induction Program Timeline

Topics	A g - S e p	O c t - N o v	D e c - J a n	F e b - M a r	A p r - M a y	Jun-Jul
Code of Professional Practice and Conduct for Educators	X					
Assessments	X	X	X			
Best Instructional Practices	X	X	X	X	X	
Safe and Supportive Schools		X				
Standards		X		X	X	X
Curriculum				X	X	X
Instruction					X	X
Accommodations and Adaptations for diverse learners					X	X
Data informed decision making						X

Materials and Resources for Instruction		X	X			
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If necessary, provide further explanation.

Many of the above components overlap as they are revisited multiple times throughout the school year not only within the Induction Program, but also through District initiatives, content-focused professional development, and site-based school improvement plans.

*Building principals are responsible for Safe and Supportive Schools throughout the entire school year.

The Induction Program also includes the following topic: Classroom and Behavior Management, Building Relationships and Teacher Reflections.

Monitoring and Evaluating the Induction Program

Identify the procedures for monitoring and evaluating the Induction program.

The following procedures are followed to monitor the Induction program. Attendance is taken at all sessions for the Induction program. All participants are mandated to attend. Make up sessions are provided for anyone who is unable to attend for emergency reasons. The mentor portion of this program is monitored by monthly meetings between mentor and mentee. At semesters, all mentees are asked to provide District administration with copies of their notes from these meetings.

The evaluation of the Induction program is done at the end of each group session and again at the end of the mentoring program. District administrators, building administrators and teachers review the results and plan for the next year according to the responses by the evaluation results.

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: **2296**

Identification Method

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

The Erie School District is using the Discrepancy Model for the identification of students with Learning Disabilities. This process examines whether a student exhibits a pattern of strengths and weaknesses, relative to intellectual ability as defined by a severe discrepancy between intellectual ability and achievement, or relative to age or by grade. To be identified with a specific learning disability, a student must not only display an ability-achievement discrepancy but must also be achieving significantly below age or grade level standards.

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 LEA has not been identified as having significant disproportionalities. The district's percentage of students identified with an Emotional Disturbance and percentage of students identified with an Intellectual Disability has historically been greater than the state average. The LEA has in part determined that this may be the result of community providers in the LEA's attendance area that service children and families with these needs, making it a desirable area for these families to locate. Regardless, the LEA ensures that all developmental areas are assessed and data from multidisciplinary sources is reviewed when making an eligibility determination.

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?

In order to meet its obligations under Section 1306 of the Public School Code, the LEA subcontracts with outside providers for educational and related services, including Perseus House and the Northwest Tri County Intermediate Unit #5.

The district ensures that students are receiving FAPE in the least restrictive environment by providing for supervision of special education programming and caseload management by the district's special education supervisory staff; as well as by maintaining close and frequent communication with the provider staff, monitoring staff credentials and its implementation of IEP supports and services. Each non-resident student's IEP is reviewed by a multidisciplinary team that includes the student's parent or guardian to ensure that the student is being provided with appropriate services in the least restrictive environment. Any problems or barriers that exist which limit the District's ability to meet its obligations are mostly related to failure to receive records in a timely manner from home school districts. In these cases, the LEA exercises its child find obligations to ensure supports and services to eligible 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).

School District's that have a prison within their geographic boundary are required to educate youth who are awaiting trial and students that are eligible for Special Education services until the age of 21. The Erie School District has an agreement with the Erie County Prison that has been in place since 1998 fulfilling this obligation. A supervisor of Special Education from the Erie School District is responsible to oversee the entire process and to coordinate an agreement with Perseus House, a private service provider, to hire the staff that teaches the students.

All inmates under the age of 21 who have not graduated are offered educational services in compliance with basic education regulations. It is rare that an inmate under the age of 17 is incarcerated in the Erie County Prison systems as those individuals are typically housed in juvenile detention facilities and provided an education under Alternative Education for Disruptive Youth (AEDY) regulations. However, in cases where an individual under the age of 17 may be incarcerated in the prison system, education is compulsory and the student shall be eligible for educational services in the same manner and to the same extent as a student placed in an Alternative Education for Disruptive Youth program.

The Erie County Prison implements a basic intake procedure and for all inmates. This intake information is electronically added to the prison data base. The Special Education teacher has access to this data base as part of the agreement with the Warden of the prison and the Chief of Correction Officers. The teacher does a follow up meeting with the inmate in his or her living space, requesting and securing permission to educate. At this time, further forms are completed and additional information is requested to assist with each new student's education. The evaluation needs of the inmate are also determined. The Erie School District has a process in place to complete psychological evaluations to ensure that all data for the inmate remains in compliance.

It should be noted that at the original prison intake many new inmates reject education due to the stress of the incarceration ordeal. The personal interview done by the teacher the following day usually is more successful in securing a positive response for education.

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 Erie School District continues to work diligently to assure that to the greatest extent possible children with disabilities are educated with their non-disabled peers. The ESD believes that the key to assuring the most appropriate levels of inclusion lies with the IEP meeting process and the ongoing education of the professional staff regarding this process. To that end, the ESD continues to rank inclusionary practices as a priority in all professional development planning for Special Education staff.

To improve the LRE for our middle school students in 6th through 8th grade, the LEA determined that phasing out the self-contained classes should be done gradually beginning at the start of the 18-19 school year. During the prior summer, Special Education Supervisors met with middle school principals to put a plan in place regarding the phase out. The first phase included eliminating the self contained classes for Science and Social Studies at the middle school level. All students previously enrolled in these programs are now fully included in regular education classrooms with push in support.

Phase two of the plan to improve our LRE involves providing co-teaching and LRE professional development for regular and special education teachers at the middle school level. Professional Learning Communities of regular and special education teachers have been meeting since December of this school year to expand LRE opportunities for students.

Phase three involves the elimination of self contained Science and Social Studies and implementation of LRE Professional Learning Communities at the high school level for the 2019-2020 school year. The Special Education Supervisor for the high schools will meet with administrative staff over the summer to develop a phase out plan for these programs, using input from the middle school teams to assist with the transition.

The Erie School District provides training to administrators, teachers and paraprofessionals in inclusive practices. The District will utilize all available expertise from Local Intermediate Unit #5 staff, PaTTAN staff and local colleges and universities. The Erie School District will continue to provide professional development at local, state and national levels to those responsible to train others. The Professional Development Committee of the District assures that opportunities are made available to those that service students with special needs. During the 2017-2018 school year the district was awarded a grant that allowed both regular and special education teachers and administrators to attend training at PaTTAN Pittsburgh regarding Strategies for Instructional Access in General Education Classrooms: A Collaborative Framework. The LEA provides professional development to all teachers in the area of co-teaching models and techniques, the collaborative environment and researched based instructional strategies.

The Erie School District will continue to provide professional development training to all District special education teachers regarding the IEP process and the need to begin all program discussion with the general education environment as the starting point. All teachers will be schooled in the proper methodology of managing an IEP meeting to assure that discussion centers on student strengths and what adaptations need to be made to the general education environment to adequately service all students in that setting. Teachers will be informed of their responsibility to assure that the IEP team focuses on the services needed by the child rather than the location of service as a focus of the meeting.

The LEA continues to work with provider agencies to assure that they are meeting the high standards set forth for inclusion of students with disabilities. The District offers various professional development opportunities to agency staff and will assist with strategies that assure that children assigned to them are provided not only adequate, but quality opportunities to interact with typical peers. These activities are monitored throughout the school year to assure that they are ongoing and are both valuable socially and academically.

District administrators review classroom space in each building and the need to modify and adapt physical space where necessary to provide adequate means of access to all space in buildings. There is also provision of flexible scheduling for staff that provides support to students with disabilities.

As administration and staff continue training in the philosophy and protocols necessary to assure that students with disabilities are provided every opportunity to access the general education environment; it will be emphasized that positive communication with parents regarding FAPE is essential.

With regard to Indicator 5, the district's percentage of students inside the regular classroom 80% or more of the day has improved over the past three school year from 56.5% in 15-16 to 58.3% in 17-18. The district continues to work on increasing staff proficiency in the provision of differentiated instructional strategies and co-teaching practices to support students with special needs in the regular education environment. IEP teams are provided with professional development regarding the SAS toolkit so they can implement the five steps in making LRE placement decisions.

The district has also decreased the percentage of students placed inside the regular classroom less than 40% of the day from 16.4% in 15-16 to 15.8% in 17-18. The majority of these students who spend less than 40% of their day in regular classrooms are in the middle and high school programs. Students of transition age participate in their IEP team meetings and frequently the students themselves as members of the team express that they feel they require provision of services in a smaller classroom setting. The district offers a continuum of supports that allows for the provision of content area instruction in smaller self contained content area classrooms, but pulls down the district's LRE percentages. The district continues to provide professional

development and is working to strengthen its co-teach implementation model to ensure that students are appropriately supported in content area instruction.

The percentage of students in other settings has decreased from 8.9% in 15-16 to 6.9% in 17-18. The only students placed out of district by the LEA are those who attend the APS program at the Barber National Institute (BNI), which is located inside the district's attendance area. There are currently 61 school aged students placed there. The district collaborates with the staff at the BNI and special education supervisors regularly observe and attend student meetings to ensure that students are receiving FAPE in the LRE. The district's goal is to work with the APS to provide the supports necessary to enable these students to ultimately be successful in the public school system. There are 82 students in placements outside of the district, but they are placed by the courts or county mental health agency, not the district. The district participates in the IEP meetings for these students, usually by phone, as we still maintain the fiscal obligation for these students.

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 use of Positive Behavior Support is designed to foster those elements which establish conduct that reflects self control, self regulation and self discipline. These elements support the creation of a positive self image in students. The outgrowth of a positive self image leads to greater academic success and more positive peer interactions.

Professional development is provided to staff in the area of functional behavior assessment and developing positive behavior support plans. Training is provided through certified instructors of Handle With Care (HWC). HWC training develops skills in the area of preventative techniques, de-escalation techniques, and intervention techniques for the management of significant student behaviors. Handle With Care focuses on relationship building and teaches staff how to respond in a crisis to effectively deescalate students involved in a behavioral/emotional crisis.

Verbal de-escalation is an integral piece of the Handle With Care training. Intervention at this level requires accurate observations of the individual early in the crisis and immediate intervention before the crisis escalates. The primary goal of intervention at this level is to help the individual articulate his/her feelings/self observations and channel his/her tension towards appropriate problem solving behaviors. Modes of intervention at this level include: Listening: Allowing the individual to ventilate verbally without becoming defensive or reactive. Being willing to help the individual assert him/herself in a given situation or correct an injustice. Accept: The validity of the feeling if not the behavior. Focus: On one issue at a time. Encourage: Assertion as opposed to aggression. Offer: Alternative choices the individual can make. Contract: Agree on a course of action and follow through as if it were a contract.

The policy on the use of restraint and/or therapeutic hold with students is only considered a measure of last resort, only to be used after other less restrictive measures such as de-escalation techniques are used and the student poses a danger to himself or others.

The District has also provides professional development through trained members of the IU 5's team on Schoolwide Positive Behavior Support. A number of administrators, teachers, and support personnel participated in cohort training in order to become familiar with the tenets and of SWPBS and learn how to successfully implement the strategies in our schools. These individuals will now be able to support other school teams in SWPBS implementation efforts. Due to the success of these programs, the district is now requiring all schools to implement some system of school wide positive behavior supports. Some schools have chosen SWPBS, while others have chosen the Responsive Classroom Model.

Several of the district's schools also host community providers of School Based Behavioral Health to provide students with onsite access to supports and counseling provided by certified mental health therapists. The Student Assistance Team is charged with identifying students' strengths and needs and working with the child and family to identify and access the necessary supports that will help each referred child to be successful in school. Mental Health Specialists are available to consult with students who have been referred by the Student Assistance Team and facilitate community agency referrals when appropriate.

The district does have partnership agreements with several community behavioral health service providers in the area. Safe Harbor Behavioral Health and the Achievement Center offer on sight mental health counseling support to students in several of the district schools. Other community provider agencies provide services such as blended case management (BCM), therapeutic support staff (TSS) intervention, behavior support consultation (BSC) under the district's third party provider policies.

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.

At the present time the Erie School District is able to meet the needs of students from all disability categories. As previously outline, the District offers a full continuum of services for students with disabilities and subcontracts service from Approved Private School when necessary.

The Erie School District remains fortunate to be located in a county that realizes excellent interagency collaboration. For many years students and families in Erie have benefited from opportunities that can only exist in a setting that allows provider agencies to interface with each other in a highly positive manner that is reflected by the creative placements provided to students. The ESD is located in a county that is highly regarded for its proactive attention to mental health needs and the cooperation it has between Mental Health, Mental Retardation, school and other service providers. The area is also know for excellence in care for individuals

with mental retardation. The inroads that the agencies and service providers forged over the years has led to an outstanding collaborative interagency effort that is in place today. Families that seek assistance are supported by teams of caring organizations that have worked together for the good of the student/client.

The Special Education Department of the Erie School District participates through Erie County Care Management on interagency service planning teams per request of the parent. The Special Education Department works with the service provider chosen by the parent of the student/client on the development of treatment goals and interventions utilized. In addition, the special education department participates in re-authorization meetings with the service provider to assess student/client progress and to alter plans in regard to goals, interventions, medication management and follow-up care. Therapeutic support staff, mobile therapy and behavior support consultative services are part of the array of services that are available to a hard to place student. The provider agencies in the Erie area are; Achievement Center, Barber National Institute, Bethesda Community Care, Family Services, Safe Harbor Behavioral Health, Sarah A. Reed Children's Center and Stairways Behavioral Health.

The Erie School District Special Education Department has an agreement with Perseus House and Sarah Reed assisting with the placement of our most severe and needy mental health and behaviorally challenged students. This type of placement offers additional support and services for students that require a highly structured supportive therapeutic environment not found in our regular school setting.

Currently the district has no plans to expand interagency collaboration to ensure FAPE for difficult to place students as present needs in this area are being met by the interagency partnerships already in place.

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
Erie County Prison	Incarcerated	Erie School District	6
Perseus House RTF	Nonresident	The school district contracts with Perseus House to provide education for those students for whom the IEP team has determined that educational placement at the residential facility to be the least restrictive environment	32

Least Restrictive Environment Facilities

Facility Name	Type of Facility	Type of Service	Number of Students Placed
Barber National Institute (Elizabeth Lee Black School)	Approved Private Schools	Educational Services; mental health counseling; behavior therapy; speech therapy; occupational therapy; physical therapy	63
Western Pennsylvania School for the Deaf	Approved Private Schools	Educational services; speech therapy	1

Special Education Program Profile

Program Position #1 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: September 3, 2019

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Emotional Support	5 to 6	8	0.8
Locations:				
Lincoln	An Elementary School	A building in which General Education		

	Building	programs are operated		
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Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	5 to 6	2	0.2
Locations:				
Lincoln	An Elementary School Building	A building in which General Education programs are operated		

Program Position #2 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: August 28, 2017

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	5 to 8	10	0.75
Locations:				
Jefferson	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	5 to 8	9	0.25
Locations:				
Jefferson	An Elementary School Building	A building in which General Education programs are operated		

Program Position #3 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: August 28, 2017

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	8 to 9	9	0.5
Locations:				
Jefferson	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	8 to 9	2	0.5
Locations:				
Jefferson	An Elementary School Building	A building in which General Education programs are operated		

Program Position #4 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: August 28, 2017

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	9 to 10	4	0.5
Locations:				
Jefferson	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	9 to 10	4	0.5
Locations:				
Jefferson	An Elementary School Building	A building in which General Education programs are operated		

Program Position #5 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: August 28, 2017

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	5 to 11	65	1
Justification: Teacher does not service students outside of allowable age span at the same time.				
Locations:				
Jefferson	An Elementary School Building	A building in which General Education programs are operated		

Program Position #6 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: August 25, 2015

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	6 to 8	10	0.5
Locations:				
Cleveland	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
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Itinerant	Learning Support	6 to 8	10	0.5
Locations:				
Cleveland	An Elementary School Building	A building in which General Education programs are operated		

Program Position #7 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Class*Implementation Date:* August 25, 2015**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	5 to 12	65	1
Justification: Teacher does not service students outside of the allowable age span at the same time.				
Locations:				
Cleveland	An Elementary School Building	A building in which General Education programs are operated		

Program Position #8 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Class*Implementation Date:* September 3, 2020**PROGRAM SEGMENTS**

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

Program Position #9 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Class*Implementation Date:* August 25, 2015**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Deaf and Hearing Impaired Support	6 to 8	2	1
Locations:				
Cleveland	An Elementary School Building	A building in which General Education programs are operated		

Program Position #10 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION**

Type: Class

Implementation Date: August 25, 2015

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	8 to 10	6	0.75
Justification: Teacher does not service students outside of allowable age range at same time				
Locations:				
Cleveland	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	8 to 10	3	0.25
Justification: Teacher does not service students outside of allowable age range at same time				
Locations:				
Cleveland	An Elementary School Building	A building in which General Education programs are operated		

Program Position #11 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: August 28, 2017

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	10 to 11	7	0.5
Locations:				
Cleveland	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	10 to 11	8	0.5
Locations:				
Cleveland	An Elementary School Building	A building in which General Education programs are operated		

Program Position #12 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: August 25, 2015

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	7 to 8	10	0.25
Locations:				

Edison	An Elementary School Building	A building in which General Education programs are operated		
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Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	7 to 8	6	0.75
Locations:				
Edison	An Elementary 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, 2015

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	8 to 11	17	0.85
Locations:				
Edison	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	8 to 11	6	0.15
Locations:				
Edison	An Elementary School Building	A building in which General Education programs are operated		

Program Position #14 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: September 3, 2019

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Autistic Support	5 to 7	6	0.75
Locations:				
Jefferson	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Autistic Support	6 to 6	1	0.25
Locations:				
Jefferson Elementary	An Elementary 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:* September 3, 2019**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	5 to 12	12	0.18
Justification: Teacher does not service students outside of allowable age range at the same time.				
Locations:				
Jefferson	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	5 to 12	15	0.23
Justification: Students not serviced at same time.				
Locations:				
Pfeiffer Burleigh	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	14 to 18	33	0.59
Locations:				
Erie High	A Junior/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:* September 3, 2019**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	7 to 9	10	0.5
Locations:				
Edison	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	7 to 9	10	0.5
Locations:				
Edison	An Elementary School	A building in which General Education		

Elementary	Building	programs are operated		
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Program Position #17 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Class*Implementation Date:* September 3, 2019**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Autistic Support	6 to 6	1	0.25
Locations:				
Jefferson	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Autistic Support	5 to 7	6	0.75
Locations:				
Jefferson	An Elementary School Building	A building in which General Education programs are operated		

Program Position #18 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Class*Implementation Date:* September 3, 2019**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	5 to 11	59	0.95
Justification: Teacher does not service students outside of allowable age range at the same time.				
Locations:				
Edison	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	14 to 18	2	0.05
Justification: Teacher doesn't service students outside of allowable age range at same time.				
Locations:				
Collegiate Academy	A Junior/Senior High School Building	A building in which General Education programs are operated		

Program Position #19 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Class

Implementation Date: August 28, 2017

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	5 to 7	15	0.75
Locations:				
Lincoln	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	8 to 10	4	0.25
Locations:				
Lincoln	An Elementary 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, 2015

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Emotional Support	6 to 8	8	0.75
Locations:				
Lincoln	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	6 to 8	3	0.15
Locations:				
Lincoln	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	7 to 7	1	0.1
Locations:				
Lincoln	An Elementary School Building	A building in which General Education programs are operated		

Program Position #21 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: September 3, 2019

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	15	0.75
Locations:				
Lincoln	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	8 to 10	3	0.25
Locations:				
Lincoln	An Elementary 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 28, 2019

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Emotional Support	9 to 10	7	0.6
Locations:				
Lincoln	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	9 to 10	2	0.1
Locations:				
Lincoln	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	9 to 10	5	0.3
Locations:				
Lincoln	An Elementary 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 28, 2017

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
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Itinerant	Speech and Language Support	5 to 10	10	0.15
Justification: Teacher does not service students outside of allowable age span at the same time.				
Locations:				
Lincoln	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	5 to 11	15	0.23
Justification: Teacher does not service students outside of allowable age range at same time.				
Locations:				
Jefferson	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	15 to 21	37	0.62
Justification: Teacher does not service students outside of allowable age range at same time.				
Locations:				
Erie High	A Junior/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: September 3, 2019

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Life Skills Support	8 to 11	9	1
Locations:				
Connell	An Elementary School Building	A building in which General Education programs are operated		

Program Position #25

Operator: School District

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	10 to 11	1	0.3
Locations:				
Connell	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80%)	Learning Support	10 to 11	14	0.7

but More Than 20%)				
Locations:				
Connell	An Elementary 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:* September 3, 2019**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	5 to 7	10	0.25
Locations:				
Connell	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	6 to 7	3	0.75
Locations:				
Connell	An Elementary School Building	A building in which General Education programs are operated		

Program Position #27 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Position*Implementation Date:* August 25, 2015**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	8 to 10	3	0.25
Locations:				
Connell	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	8 to 10	6	0.75
Locations:				
Connell	An Elementary 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:* September 3, 2019

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	5 to 7	4	0.25
Locations:				
Connell	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Emotional Support	5 to 7	6	0.75
Locations:				
Connell	An Elementary School Building	A building in which General Education programs are operated		

Program Position #29 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Class*Implementation Date:* August 28, 2018**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	6 to 7	4	0.35
Locations:				
Connell	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Life Skills Support	6 to 7	5	0.65
Locations:				
Connell	An Elementary 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:* September 3, 2019**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	4	0.45
Locations:				
Connell	An Elementary School Building	A building in which General Education programs are operated		

Type of	Level of Support	Age Range	Caseload	FTE
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Support				
Itinerant	Emotional Support	8 to 10	5	0.25
Locations:				
Connell	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Emotional Support	8 to 8	1	0.3
Locations:				
Connell	An Elementary School Building	A building in which General Education programs are operated		

Program Position #31 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: September 3, 2019

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	5 to 11	57	0.94
Justification: Teacher does not service students outside of the allowable age span at the same time.				
Locations:				
Connell	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	5 to 12	4	0.06
Justification: Students outside allowable age range are not serviced at same time.				
Locations:				
Jefferson	An Elementary 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: September 3, 2019

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	8 to 11	4	0.5
Locations:				
Connell	An Elementary School Building	A building in which General Education programs are operated		

Program Position #33 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Class*Implementation Date:* August 28, 2017**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	9 to 11	9	0.75
Locations:				
Diehl	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	9 to 11	3	0.25
Locations:				
Diehl	An Elementary 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 28, 2017**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	5 to 12	38	0.58
Justification: Teacher does not service students outside of the allowable age span at the same time.				
Locations:				
Diehl	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	14 to 21	26	0.42
Justification: Teacher does not service students outside of allowable age range at same time.				
Locations:				
Erie High	A Junior/Senior High School Building	A building in which General Education programs are operated		

Program Position #35 - Proposed Program*Operator:* Intermediate Unit**PROPOSED PROGRAM INFORMATION***Type:* Class*Implementation Date:* September 3, 2019**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Blind or Visually Impaired Support	7 to 9	2	0.04
Locations:				
Cleveland	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Blind or Visually Impaired Support	12 to 12	1	0.02
Locations:				
East Middle School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Blind or Visually Impaired Support	8 to 8	1	0.02
Locations:				
Lincoln	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Blind or Visually Impaired Support	8 to 8	1	0.02
Locations:				
Perry	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Blind or Visually Impaired Support	6 to 6	1	0.02
Locations:				
Pfeiffer Burleigh	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Blind or Visually Impaired Support	11 to 12	2	0.04
Locations:				
Strong Vincent	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Blind or Visually Impaired Support	12 to 12	1	0.02

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

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Blind or Visually Impaired Support	17 to 17	2	0.04
Locations:				
Erie High	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	Blind or Visually Impaired Support	9 to 9	2	0.04
Locations:				
Harding	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Blind or Visually Impaired Support	9 to 9	2	0.04
Locations:				
McKinley	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Blind or Visually Impaired Support	8 to 9	2	0.04
Locations:				
Edison	An Elementary 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: September 3, 2019

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	5 to 7	12	0.8
Justification: Teacher does not service students outside of allowable age range at the same time.				
Locations:				
Diehl	An Elementary School Building	A building in which General Education programs are operated		

Type of	Level of Support	Age Range	Caseload	FTE
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Support				
Itinerant	Learning Support	5 to 7	4	0.2
Locations:				
Connell	An Elementary School Building	A building in which General Education programs are operated		

Program Position #37 - Proposed Program*Operator: School District***PROPOSED PROGRAM INFORMATION***Type: Class**Implementation Date: August 28, 2017***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	8 to 9	13	0.65
Locations:				
Diehl	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	8 to 9	4	0.35
Locations:				
Diehl	An Elementary School Building	A building in which General Education programs are operated		

Program Position #38 - Proposed Program*Operator: School District***PROPOSED PROGRAM INFORMATION***Type: Class**Implementation Date: August 28, 2017***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	9 to 10	8	0.7
Locations:				
Diehl	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	9 to 10	6	0.3
Locations:				
Diehl	An Elementary 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 28, 2017

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	5 to 7	7	0.5
Locations:				
Harding	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	6 to 7	7	0.5
Locations:				
Harding	An Elementary 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 28, 2017

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Autistic Support	6 to 7	8	1
Locations:				
Harding	An Elementary 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 28, 2017

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Autistic Support	5 to 7	7	1
Locations:				
Harding	An Elementary 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: March 2, 2015

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
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Supplemental (Less Than 80% but More Than 20%)	Learning Support	10 to 11	7	0.5
Locations:				
Harding	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	10 to 11	9	0.5
Locations:				
Harding	An Elementary 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: March 2, 2015

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	5 to 11	61	1
Justification: Teacher does not service students outside of allowable age span at the same time.				
Locations:				
Harding	An Elementary School Building	A building in which General Education programs are operated		

Program Position #44 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: August 28, 2017

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	9	0.65
Locations:				
Harding	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	8 to 10	4	0.35
Locations:				
Harding	An Elementary 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 28, 2017***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	10 to 11	6	0.5
Locations:				
Harding	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	10 to 11	3	0.5
Locations:				
Harding	An Elementary 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 28, 2017***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	10 to 11	6	0.3
Locations:				
McKinley	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	9 to 10	14	0.7
Locations:				
McKinley	An Elementary School Building	A building in which General Education programs are operated		

Program Position #47 - Proposed Program*Operator: School District***PROPOSED PROGRAM INFORMATION***Type: Class**Implementation Date: September 3, 2019***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Life Skills Support	7 to 8	5	0.5
Locations:				
McKinley	An Elementary School	A building in which General Education		

	Building	programs are operated		
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Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	7 to 8	9	0.5
Locations:				
McKinley	An Elementary School Building	A building in which General Education programs are operated		

Program Position #48 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: September 3, 2019

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Life Skills Support	9 to 12	10	1
Locations:				
McKinley	An Elementary 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 28, 2017

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	5 to 11	65	1
Justification: Teacher does not service students outside of the allowable age range at the same time.				
Locations:				
McKinley	An Elementary School Building	A building in which General Education programs are operated		

Program Position #50 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: August 28, 2017

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	7 to 9	15	0.75
Locations:				
McKinley	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	7 to 9	7	0.25
Locations:				
McKinley	An Elementary 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 28, 2017**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	9 to 11	10	0.5
Locations:				
McKinley	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	10 to 11	7	0.5
Locations:				
McKinley	An Elementary 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 28, 2017**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	5 to 9	7	0.15
Justification: students are not serviced at same time				
Locations:				
McKinley	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	5 to 9	17	0.85
Justification: students are not serviced at same time				
Locations:				
McKinley	An Elementary 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 28, 2017

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	10 to 11	7	0.5
Locations:				
Perry	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	10 to 10	7	0.5
Locations:				
Perry	An Elementary School Building	A building in which General Education programs are operated		

Program Position #54 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: August 28, 2017

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	6 to 6	13	0.3
Locations:				
Perry	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	5 to 8	2	0.7
Locations:				
Perry	An Elementary 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 28, 2017

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Emotional Support	8 to 9	5	0.45
Locations:				

Perry	An Elementary School Building	A building in which General Education programs are operated		
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Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	7 to 8	2	0.45
Locations:				
Perry	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	7 to 8	3	0.1
Locations:				
Perry	An Elementary 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 28, 2017

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	5 to 12	39	0.6
Justification: Teacher does not service students outside of the allowable age span at the same time.				
Locations:				
Perry	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	5 to 12	25	0.4
Justification: Teacher does not service students outside of allowable age range at same time				
Locations:				
Harding	An Elementary School Building	A building in which General Education programs are operated		

Program Position #57 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: August 28, 2017

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	9 to 11	1	0.1

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

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	9 to 11	3	0.15
Locations:				
Perry	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Emotional Support	9 to 10	9	0.75
Locations:				
Perry	An Elementary 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 28, 2017

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	7 to 9	5	0.5
Locations:				
Perry	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	7 to 9	4	0.5
Locations:				
Perry	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 28, 2017

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	8 to 9	13	0.5
Locations:				
Perry	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	8 to 9	1	0.5
Locations:				
Perry	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:* Class*Implementation Date:* August 28, 2017**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	8 to 9	5	0.25
Locations:				
Perry	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	8 to 9	2	0.25
Locations:				
Perry	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Emotional Support	8 to 9	4	0.5
Locations:				
Perry	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 28, 2017**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	9 to 12	11	0.55
Locations:				
Pfeiffer-Burleigh	An Elementary School Building	A building in which General Education programs are operated		

Type of	Level of Support	Age Range	Caseload	FTE
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Support				
Itinerant	Learning Support	10 to 10	1	0.45
Locations:				
Pfeiffer-Burleigh	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:* September 3, 2019**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	14	1
Locations:				
Pfeiffer-Burleigh	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:* September 3, 2019**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	10 to 11	8	1
Locations:				
Pfeiffer-Burleigh	An Elementary School Building	A building in which General Education programs are operated		

Program Position #64 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Class*Implementation Date:* September 3, 2019**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	9 to 11	6	0.65
Locations:				
Pfeiffer-Burleigh	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	10 to 11	5	0.35
Locations:				

Pfeiffer-Burleigh	An Elementary School Building	A building in which General Education programs are operated		
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Program Position #65 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Class*Implementation Date:* August 28, 2017**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	9 to 10	3	0.5
Locations:				
Pfeiffer-Burleigh	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	9 to 10	7	0.5
Locations:				
Pfeiffer-Burleigh	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 28, 2017**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	7 to 8	5	0.5
Locations:				
Pfeiffer-Burleigh	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	8 to 9	8	0.5
Locations:				
Pfeiffer-Burleigh	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, 2015**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	5 to 11	56	1
Justification: Teacher does not service students outside of allowable age span at the same time.				
Locations:				
Pfeiffer-Burleigh	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 28, 2017**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	9	0.5
Locations:				
Pfeiffer-Burleigh	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	6 to 8	13	0.5
Locations:				
Pfeiffer-Burleigh	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 and Position*Implementation Date:* August 28, 2017**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	11 to 13	16	0.8
Locations:				
Wilson Middle	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	11 to 13	2	0.2
Locations:				
Wilson Middle	A Middle 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 28, 2017**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	13 to 15	14	0.7
Locations:				
Wilson Middle	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	14 to 14	3	0.3
Locations:				
Wilson Middle	A Middle 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:* September 3, 2019**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	11 to 13	11	0.55
Locations:				
Wilson Middle	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	11 to 13	3	0.45
Locations:				
Wilson Middle	A Middle 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 28, 2017**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
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Supplemental (Less Than 80% but More Than 20%)	Learning Support	12 to 14	13	0.65
Locations:				
Wilson Middle	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	12 to 14	3	0.35
Locations:				
Wilson Middle	A Middle 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 28, 2017**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	11 to 15	32	0.5
Justification: Teacher does not service students outside of allowable age range at same time				
Locations:				
Wilson Middle	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	5 to 12	27	0.5
Justification: Teacher does not service students outside of allowable age range at same time				
Locations:				
Connell	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:* Class*Implementation Date:* August 28, 2017**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	11 to 13	2	0.1
Locations:				
Wilson Middle	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	11 to 13	18	0.9
Locations:				
Wilson Middle	A Middle School Building	A building in which General Education programs are operated		

Program Position #75 - Proposed Program*Operator: School District***PROPOSED PROGRAM INFORMATION***Type: Class**Implementation Date: August 28, 2017***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	12 to 14	7	0.45
Locations:				
Wilson Middle	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	12 to 14	11	0.55
Locations:				
Wilson Middle	A Middle School Building	A building in which General Education programs are operated		

Program Position #76 - Proposed Program*Operator: School District***PROPOSED PROGRAM INFORMATION***Type: Class**Implementation Date: August 28, 2017***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	11 to 13	2	0.35
Locations:				
Wilson	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	11 to 13	13	0.65
Locations:				
Wilson	A Middle School Building	A building in which General Education programs are operated		

Program Position #77 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Class*Implementation Date:* September 3, 2019**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	11 to 13	2	0.3
Locations:				
Wilson Middle	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	11 to 13	2	0.2
Locations:				
Wilson Middle	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Emotional Support	11 to 13	3	0.5
Locations:				
Wilson Middle	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 28, 2017**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	13 to 15	2	0.3
Locations:				
Wilson Middle	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	13 to 15	2	0.3
Locations:				
Wilson Middle	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special	Emotional Support	13 to 15	2	0.4

Education Class				
Locations:				
Wilson Middle	A Middle 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:* September 3, 2019**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	15 to 21	32	0.65
Justification: Teacher does not see the students that age range is greater than 4 at the same time.				
Locations:				
Erie High Recovery	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	15 to 21	7	0.35
Justification: Students not serviced at same time				
Locations:				
Erie High Recovery	A Junior/Senior High School Building	A building in which General Education programs are operated		

Program Position #80 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Class*Implementation Date:* September 3, 2019**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Life Skills Support	11 to 12	7	1
Locations:				
Strong Vincent Middle	A Middle School Building	A building in which General Education programs are operated		

Program Position #81 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Class*Implementation Date:* August 28, 2017**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	6	0.5

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

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 18	11	0.5
Locations:				
Erie High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #82 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Class*Implementation Date:* September 3, 2019**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	14 to 17	3	0.1
Locations:				
Erie High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	14 to 17	11	0.9
Locations:				
Erie High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Program Position #83 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Class*Implementation Date:* September 3, 2019**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	15 to 18	9	0.65
Locations:				
Erie High	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
Supplemental (Less Than 80% but More Than 20%)	Learning Support	15 to 18	7	0.35
Locations:				
Erie High	A Junior/Senior High	A building in which General		

	School Building	Education programs are operated		
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Program Position #84 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Class*Implementation Date:* September 3, 2019**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	15 to 18	16	0.8
Locations:				
Erie High	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	Learning Support	15 to 18	1	0.2
Locations:				
Erie High	A Junior/Senior High School Building	A building in which General Education programs are operated		

Program Position #85 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* ClassandPosition*Implementation Date:* August 28, 2017**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	15 to 18	5	0.25
Locations:				
Erie High	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	Learning Support	15 to 18	11	0.75
Locations:				
Erie High	A Junior/Senior High School Building	A building in which General Education programs are operated		

Program Position #86 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* ClassandPosition*Implementation Date:* August 28, 2017

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	15 to 18	9	0.7
Locations:				
Erie High	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	Learning Support	15 to 15	6	0.3
Locations:				
Erie High	A Junior/Senior High School Building	A building in which General Education programs are operated		

Program Position #87 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* ClassandPosition*Implementation Date:* August 28, 2017**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	15 to 18	6	0.6
Locations:				
Erie High	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	Learning Support	15 to 18	8	0.4
Locations:				
East	A Junior/Senior High School Building	A building in which General Education programs are operated		

Program Position #88 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* ClassandPosition*Implementation Date:* August 28, 2017**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	15 to 18	7	0.75
Locations:				
Erie High	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	Learning Support	15 to 18	8	0.25
Locations:				
Erie High	A Junior/Senior High School Building	A building in which General Education programs are operated		

Program Position #89 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* ClassandPosition*Implementation Date:* August 28, 2017**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	16 to 17	8	0.25
Locations:				
Erie High	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
Supplemental (Less Than 80% but More Than 20%)	Learning Support	15 to 18	6	0.75
Locations:				
Erie High	A Junior/Senior High School Building	A building in which General Education programs are operated		

Program Position #90 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Class*Implementation Date:* September 3, 2019**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	12	0.6
Locations:				
Erie	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	Learning Support	15 to 18	2	0.3
Locations:				
Erie	A Junior/Senior High School Building	A building in which General Education programs are operated		

Program Position #91 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* ClassandPosition*Implementation Date:* August 28, 2017**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	15 to 18	7	0.8
Locations:				
Erie High	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	Learning Support	17 to 18	7	0.2
Locations:				
Erie High	A Junior/Senior High School Building	A building in which General Education programs are operated		

Program Position #92 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* ClassandPosition*Implementation Date:* August 28, 2017**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	15 to 18	7	0.7
Locations:				
Erie High	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	Learning Support	15 to 18	7	0.3
Locations:				
Erie High	A Junior/Senior High School Building	A building in which General Education programs are operated		

Program Position #93 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* ClassandPosition*Implementation Date:* August 28, 2017**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
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Supplemental (Less Than 80% but More Than 20%)	Learning Support	15 to 18	11	0.75
Locations:				
Erie High	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	Learning Support	15 to 18	2	0.25
Locations:				
Erie High	A Junior/Senior High School Building	A building in which General Education programs are operated		

Program Position #94 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* ClassandPosition*Implementation Date:* August 28, 2017**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	15 to 18	7	0.25
Locations:				
Erie High	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
Supplemental (Less Than 80% but More Than 20%)	Learning Support	15 to 17	9	0.75
Locations:				
Erie High	A Junior/Senior High School Building	A building in which General Education programs are operated		

Program Position #95 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Class*Implementation Date:* August 28, 2017**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	15 to 18	8	0.7
Justification: .				
Locations:				
Erie High	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	Learning Support	15 to 18	4	0.3
Locations:				
Erie High	A Junior/Senior High School Building	A building in which General Education programs are operated		

Program Position #96 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* ClassandPosition*Implementation Date:* August 25, 2015**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	15 to 18	6	0.25
Locations:				
Erie High	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
Supplemental (Less Than 80% but More Than 20%)	Learning Support	15 to 18	10	0.75
Locations:				
Erie High	A Junior/Senior High School Building	A building in which General Education programs are operated		

Program Position #97 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* ClassandPosition*Implementation Date:* August 28, 2017**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	15 to 18	9	0.6
Locations:				
Erie High School	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	Learning Support	15 to 18	5	0.4
Locations:				
Erie High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Program Position #98 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: ClassandPosition

Implementation Date: August 28, 2017

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	15 to 18	14	0.75
Locations:				
Erie High	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	Learning Support	16 to 18	4	0.25
Locations:				
Erie High	A Junior/Senior High School Building	A building in which General Education programs are operated		

Program Position #99 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: ClassandPosition

Implementation Date: August 28, 2017

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	15 to 18	2	0.25
Locations:				
Erie High	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
Supplemental (Less Than 80% but More Than 20%)	Learning Support	15 to 18	15	0.75
Locations:				
Erie High	A Junior/Senior High School Building	A building in which General Education programs are operated		

Program Position #100 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: ClassandPosition

Implementation Date: August 28, 2017

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Life Skills Support	16 to 20	8	0.7

Locations:				
Erie High School	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
Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	16 to 20	4	0.3
Locations:				
Erie High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Program Position #102 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* ClassandPosition*Implementation Date:* August 28, 2017**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Life Skills Support	14 to 15	7	0.6
Locations:				
Erie High	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
Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	16 to 18	2	0.4
Locations:				
Central	A Junior/Senior High School Building	A building in which General Education programs are operated		

Program Position #103 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* ClassandPosition*Implementation Date:* August 28, 2017**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	15 to 20	5	0.6
Justification: The IEP team has determined that this placement is the LRE for this student.				
Locations:				
Erie High	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
Full-Time Special	Life Skills Support	15 to 18	4	0.4

Education Class				
Locations:				
Central	A Junior/Senior High School Building	A building in which General Education programs are operated		

Program Position #104 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Class and Position*Implementation Date:* August 28, 2017**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	15 to 18	7	0.6
Locations:				
Erie High	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
Full-Time Special Education Class	Life Skills Support	15 to 17	3	0.4
Locations:				
Erie High	A Junior/Senior High School Building	A building in which General Education programs are operated		

Program Position #105 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Class*Implementation Date:* September 3, 2019**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Autistic Support	15 to 16	2	0.25
Locations:				
Erie High	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
Full-Time Special Education Class	Autistic Support	15 to 20	5	0.75
Justification: IEP Team decision				
Locations:				
Erie High	A Junior/Senior High School Building	A building in which General Education programs are operated		

Program Position #106 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION**

Type: ClassandPosition

Implementation Date: August 28, 2017

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Autistic Support	17 to 17	4	0.5
Locations:				
Erie High	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
Full-Time Special Education Class	Autistic Support	14 to 19	4	0.5
Justification: The IEP team determined that this was the LRE for the student				
Locations:				
Erie High	A Junior/Senior High School Building	A building in which General Education programs are operated		

Program Position #107 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: ClassandPosition

Implementation Date: August 28, 2017

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Autistic Support	16 to 16	3	0.5
Locations:				
Erie High	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
Full-Time Special Education Class	Autistic Support	16 to 20	4	0.5
Locations:				
Erie High	A Junior/Senior High School Building	A building in which General Education programs are operated		

Program Position #108 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: September 3, 2019

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Autistic Support	14 to 17	2	0.5
Locations:				
Erie High	A Junior/Senior High	A building in which General		

	School Building	Education programs are operated		
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Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Life Skills Support	15 to 17	3	0.5
Locations:				
Erie High	A Junior/Senior High School Building	A building in which General Education programs are operated		

Program Position #109 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: ClassandPosition

Implementation Date: August 28, 2018

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	10	0.65
Locations:				
Erie High	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	4	0.35
Locations:				
Erie High	A Junior/Senior High School Building	A building in which General Education programs are operated		

Program Position #110 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: August 25, 2015

Explain any unchecked boxes for facilities questions: This is a push in position to a regular classroom.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	10 to 11	8	0.4
Locations:				
Grover Cleveland	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	10 to 11	5	0.1
Locations:				

Grover Cleveland	An Elementary School Building	A building in which General Education programs are operated		
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Program Position #111 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Position*Implementation Date:* August 28, 2017*Explain any unchecked boxes for facilities questions:* *This is a push in position into regular education classrooms.**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	5 to 8	7	0.75
Locations:				
Cleveland	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	5 to 8	5	0.25
Locations:				
Cleveland	An Elementary School Building	A building in which General Education programs are operated		

Program Position #112 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Class*Implementation Date:* September 3, 2019**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Life Skills Support	6 to 8	8	0.7
Locations:				
Connell	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	6 to 8	2	0.3
Locations:				
Joanna Connell	An Elementary School Building	A building in which General Education programs are operated		

Program Position #113 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Class and Position*Implementation Date:* August 25, 2015

Explain any unchecked boxes for facilities questions: This is a push in position into a regular education classroom

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	8 to 9	6	0.3
Locations:				
Harding	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	8 to 9	10	0.7
Locations:				
Harding	An Elementary School Building	A building in which General Education programs are operated		

Program Position #114 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class and Position

Implementation Date: August 28, 2017

PROGRAM SEGMENTS

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

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	5 to 7	5	0.5
Locations:				
Harding	An Elementary School Building	A building in which General Education programs are operated		

Program Position #115 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: September 3, 2019

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	0.8
Locations:				
Strong Vincent Middle	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	12 to 14	2	0.2
Locations:				
Strong Vincent Middle	A Middle School Building	A building in which General Education programs are operated		

Program Position #116 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Class*Implementation Date:* August 28, 2017**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Deaf and Hearing Impaired Support	13 to 14	2	0.25
Locations:				
Strong Vincent	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Deaf and Hearing Impaired Support	15 to 16	2	0.25
Locations:				
Erie High	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	Deaf and Hearing Impaired Support	13 to 13	1	0.1
Locations:				
East Middle	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Deaf and Hearing Impaired Support	11 to 11	1	0.1
Locations:				
Harding	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Deaf and Hearing Impaired Support	9 to 10	2	0.2
Locations:				
Perry	An Elementary School	A building in which General Education		

	Building	programs are operated		
Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Deaf and Hearing Impaired Support	15 to 15	1	0.1
Locations:				
Wilson	A Middle School Building	A building in which General Education programs are operated		

Program Position #117 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Class*Implementation Date:* August 28, 2017**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	15 to 18	25	1
Locations:				
Collegiate Academy	A Junior/Senior High School Building	A building in which General Education programs are operated		

Program Position #118 - Proposed Program*Operator:* Outside Contractor for the School District**PROPOSED PROGRAM INFORMATION***Type:* Class*Implementation Date:* September 3, 2019**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	14 to 17	20	1
Locations:				
Perseus House Collaborative Learning Center RTF program	A Junior/Senior High School Building	A building in which General Education programs are operated		

Program Position #119 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Class*Implementation Date:* August 28, 2017**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Autistic Support	8 to 8	1	0.25
Locations:				
Harding Elementary	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Autistic Support	9 to 10	4	0.5
Locations:				
Harding	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Autistic Support	9 to 9	1	0.25
Locations:				
Harding	An Elementary School Building	A building in which General Education programs are operated		

Program Position #120 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: September 3, 2019

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Life Skills Support	5 to 6	9	0.75
Locations:				
Connell	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	6 to 6	1	0.25
Locations:				
Joanna Connell	An Elementary School Building	A building in which General Education programs are operated		

Program Position #121 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: September 3, 2019

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	7	0.65
Locations:				
Erie High	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
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Itinerant	Emotional Support	16 to 17	7	0.35
Locations:				
Erie High	A Junior/Senior High School Building	A building in which General Education programs are operated		

Program Position #122 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* ClassandPosition*Implementation Date:* September 3, 2019**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	5 to 7	11	0.75
Locations:				
Edison	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	6 to 7	2	0.25
Locations:				
Edison	An Elementary School Building	A building in which General Education programs are operated		

Program Position #123 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* ClassandPosition*Implementation Date:* August 28, 2017**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	10 to 11	14	0.7
Locations:				
Jefferson	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	10 to 11	3	0.3
Locations:				
Jefferson	An Elementary School Building	A building in which General Education programs are operated		

Program Position #124 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* ClassandPosition*Implementation Date:* September 3, 2019

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	5 to 7	2	0.2
Locations:				
Harding	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	5 to 7	14	0.8
Locations:				
Harding	An Elementary School Building	A building in which General Education programs are operated		

Program Position #126 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* ClassandPosition*Implementation Date:* August 28, 2017**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	10 to 11	14	0.7
Locations:				
Harding	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	10 to 11	8	0.3
Locations:				
Harding	An Elementary School Building	A building in which General Education programs are operated		

Program Position #127 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* ClassandPosition*Implementation Date:* August 28, 2017**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Autistic Support	8 to 10	4	0.5
Locations:				
Harding	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
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Supplemental (Less Than 80% but More Than 20%)	Autistic Support	8 to 10	4	0.5
Locations:				
Harding	An Elementary School Building	A building in which General Education programs are operated		

Program Position #128 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Position*Implementation Date:* September 3, 2019**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Autistic Support	9 to 11	2	0.5
Locations:				
Harding	An Elementary School Building	A building in which General Education programs are operated		

Program Position #129 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Class*Implementation Date:* August 28, 2017*Explain any unchecked boxes for facilities questions:* District Reconfiguration**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Life Skills Support	5 to 6	10	0.85
Locations:				
McKinley	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	5 to 6	1	0.15
Locations:				
McKinley	A Middle School Building	A building in which General Education programs are operated		

Program Position #130 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Class*Implementation Date:* September 3, 2019**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Life Skills Support	7 to 10	10	1

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

Program Position #131 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Class and Position*Implementation Date:* August 28, 2017**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	15 to 18	3	0.3
Locations:				
Erie High	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
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	15 to 18	8	0.7
Locations:				
Erie High	A Junior/Senior High School Building	A building in which General Education programs are operated		

Program Position #132 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Class*Implementation Date:* August 28, 2017**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	15 to 18	5	0.25
Locations:				
Erie High	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
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	15 to 18	7	0.75
Locations:				
Erie High	A Junior/Senior High School Building	A building in which General Education programs are operated		

Program Position #133 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Class and Position

Implementation Date: August 28, 2017

Explain any unchecked boxes for facilities questions: This is a push in position

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	9 to 12	5	0.5
Locations:				
Jefferson	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	9 to 12	10	0.5
Locations:				
Jefferson	An Elementary School Building	A building in which General Education programs are operated		

Program Position #134 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: September 3, 2019

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	5 to 12	23	0.48
Justification: Teacher does not provide service outside of allowable age range				
Locations:				
McKinley	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	11 to 14	4	0.06
Locations:				
East Middle	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	5 to 12	4	0.06
Justification: Students not serviced at same time.				
Locations:				
Edison	An Elementary School Building	A building in which General Education programs are operated		

Type of	Level of Support	Age Range	Caseload	FTE
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Support				
Itinerant	Speech and Language Support	8 to 8	1	0.01
Locations:				
Diehl	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	14 to 21	6	0.09
Justification: Student are not serviced at same time.				
Locations:				
Erie High	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	Speech and Language Support	5 to 12	3	0.04
Justification: Students not serviced at same time.				
Locations:				
Harding	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	6 to 6	1	0.01
Locations:				
Jefferson	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	8 to 10	2	0.03
Locations:				
Connell	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	5 to 12	5	0.07
Justification: Students not serviced at same time.				
Locations:				
Lincoln	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
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Itinerant	Speech and Language Support	9 to 9	1	0.01
Locations:				
Perry	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	5 to 12	4	0.06
Justification: Students not serviced at same time.				
Locations:				
Pfeiffer Burleigh	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	11 to 13	3	0.04
Locations:				
Strong Vincent	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	12 to 13	2	0.03
Locations:				
Wilson	A Middle School Building	A building in which General Education programs are operated		

Program Position #135 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: September 3, 2019

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	11 to 14	60	0.95
Locations:				
Strong Vincent Middle	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	5 to 12	2	0.05
Justification: Students not serviced at same time.				
Locations:				
McKinley	An Elementary School	A building in which General Education		

	Building	programs are operated		
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Program Position #136 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Class*Implementation Date:* September 3, 2019**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	12 to 15	26	0.4
Locations:				
East Middle	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	5 to 12	38	0.6
Justification: Students are not serviced at same time				
Locations:				
Lincoln	An Elementary School Building	A building in which General Education programs are operated		

Program Position #137 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Class and Position*Implementation Date:* August 28, 2017**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	13 to 15	13	0.65
Locations:				
Strong Vincent Middle	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	13 to 15	6	0.35
Locations:				
Strong Vincent Middle	A Middle School Building	A building in which General Education programs are operated		

Program Position #138 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Class*Implementation Date:* August 28, 2017

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	10	0.65
Locations:				
Strong Vincent Middle	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	12 to 14	4	0.35
Locations:				
Strong Vincent	A Middle School Building	A building in which General Education programs are operated		

Program Position #139 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Class*Implementation Date:* August 28, 2017**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	13 to 15	8	0.5
Locations:				
Strong Vincent Middle	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	13 to 15	7	0.5
Locations:				
Strong Vincent	A Middle School Building	A building in which General Education programs are operated		

Program Position #140 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Class*Implementation Date:* August 28, 2017**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	13 to 15	3	0.25
Locations:				
Strong Vincent Middle	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	13 to 15	8	0.75
Locations:				
Strong Vincent	A Middle School Building	A building in which General Education programs are operated		

Program Position #141 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Class*Implementation Date:* August 28, 2017**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	12 to 15	6	0.55
Locations:				
Strong Vincent	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	12 to 15	11	0.45
Locations:				
Strong Vincent	A Middle School Building	A building in which General Education programs are operated		

Program Position #142 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Class*Implementation Date:* August 28, 2017**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	13 to 15	6	0.2
Locations:				
Strong Vincent	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	13 to 15	11	0.8
Locations:				
Strong Vincent	A Middle School Building	A building in which General Education programs are operated		

Program Position #143 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Class and Position*Implementation Date:* August 28, 2017**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	13 to 15	10	0.55
Locations:				
Strong Vincent Middle	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	13 to 15	8	0.45
Locations:				
Strong Vincent Middle	A Junior High School Building	A building in which General Education programs are operated		

Program Position #144 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Class*Implementation Date:* August 28, 2017**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	12 to 14	3	0.35
Locations:				
East Middle	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	12 to 14	12	0.65
Locations:				
East Middle	A Middle School Building	A building in which General Education programs are operated		

Program Position #145 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Class*Implementation Date:* August 28, 2017**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	17	0.85

Locations:				
East	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	12 to 14	4	0.15
Locations:				
East	A Middle School Building	A building in which General Education programs are operated		

Program Position #146 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: August 28, 2017

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	13 to 15	14	0.7
Locations:				
East Middle	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	13 to 15	5	0.3
Locations:				
East	A Middle School Building	A building in which General Education programs are operated		

Program Position #147 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: August 28, 2017

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	13 to 15	1	0.2
Locations:				
East	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	13 to 15	14	0.8
Locations:				

East	A Middle School Building	A building in which General Education programs are operated		
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Program Position #148 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Class*Implementation Date:* September 3, 2019**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	13 to 15	12	0.9
Locations:				
East	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	13 to 15	4	0.1
Locations:				
East Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #149 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Class*Implementation Date:* August 28, 2017**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	13 to 15	9	0.75
Locations:				
East	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	13 to 15	5	0.25
Locations:				
East	A Middle School Building	A building in which General Education programs are operated		

Program Position #150 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Class*Implementation Date:* August 28, 2017

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	13 to 15	8	0.75
Locations:				
East	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	13 to 15	5	0.25
Locations:				
East	A Middle School Building	A building in which General Education programs are operated		

Program Position #152 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Class*Implementation Date:* September 3, 2019**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	13 to 15	9	0.7
Locations:				
East	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	13 to 15	7	0.3
Locations:				
East Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #153 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Class*Implementation Date:* August 28, 2017**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	13 to 15	7	0.7
Locations:				
East Middle	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	13 to 14	1	0.3
Locations:				
East Middle	A Junior High School Building	A building in which General Education programs are operated		

Program Position #154 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Class*Implementation Date:* September 3, 2019**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Emotional Support	13 to 13	1	0.5
Locations:				
Strong Vincent	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	12 to 15	7	0.5
Locations:				
Strong Vincent	A Middle School Building	A building in which General Education programs are operated		

Program Position #155 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Class*Implementation Date:* August 28, 2017**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Emotional Support	12 to 15	2	0.25
Locations:				
Strong Vincent	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	12 to 15	2	0.5
Locations:				
Strong Vincent	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
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Itinerant	Emotional Support	14 to 14	1	0.25
Locations:				
Strong Vincent	A Middle School Building	A building in which General Education programs are operated		

Program Position #156 - Proposed Program*Operator: School District***PROPOSED PROGRAM INFORMATION***Type: Class**Implementation Date: August 28, 2017***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Life Skills Support	13 to 16	9	1
Locations:				
Strong Vincent	A Middle School Building	A building in which General Education programs are operated		

Program Position #157 - Proposed Program*Operator: School District***PROPOSED PROGRAM INFORMATION***Type: Class**Implementation Date: September 3, 2019***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Autistic Support	12 to 15	4	0.5
Locations:				
Strong Vincent	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Autistic Support	12 to 15	4	0.5
Locations:				
Strong Vincent	A Middle School Building	A building in which General Education programs are operated		

Program Position #158 - Proposed Program*Operator: School District***PROPOSED PROGRAM INFORMATION***Type: Class**Implementation Date: September 3, 2019***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Autistic Support	14 to 16	4	0.8
Locations:				
Strong Vincent	A Middle School	A building in which General Education		

	Building	programs are operated		
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Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Autistic Support	15 to 15	1	0.2
Locations:				
Strong Vincent Middle	A Middle School Building	A building in which General Education programs are operated		

Program Position #159 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Class*Implementation Date:* September 3, 2019**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Autistic Support	9 to 11	5	0.62
Locations:				
Jefferson	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Autistic Support	9 to 11	2	0.25
Locations:				
Jefferson	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Autistic Support	7 to 7	1	0.12
Locations:				
Jefferson	An Elementary School Building	A building in which General Education programs are operated		

Program Position #160 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Class*Implementation Date:* September 3, 2019**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Autistic Support	5 to 6	5	0.62
Locations:				
Jefferson	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Autistic Support	7 to 8	2	0.25
Locations:				
Jefferson	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Autistic Support	8 to 8	1	0.12
Locations:				
Jefferson	An Elementary School Building	A building in which General Education programs are operated		

Program Position #161 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Class*Implementation Date:* September 3, 2019**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Autistic Support	5 to 7	7	0.87
Locations:				
Jefferson	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Autistic Support	5 to 7	1	0.12
Locations:				
Jefferson	An Elementary School Building	A building in which General Education programs are operated		

Program Position #162 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Class*Implementation Date:* August 28, 2017*Explain any unchecked boxes for facilities questions:* Cyber Program**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 21	47	1
Justification: Teacher does not service students outside of allowable age range at same time.				
Locations:				
Cyber Program	A Junior/Senior High School Building	A building in which General Education programs are operated		

Program Position #163 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: August 28, 2017

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	15 to 21	48	1
Justification: Teacher does not service students outside of allowable age range at same time. This is a push in position.				
Locations:				
Credit Recovery at the Family Center	A Junior/Senior High School Building	A building in which General Education programs are operated		

Program Position #164 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class and Position

Implementation Date: August 28, 2018

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Life Skills Support	12 to 14	10	1
Locations:				
Strong Vincent Middle School	A Middle School Building	A building in which General Education programs are operated		

Special Education Support Services

Support Service	Location	Teacher FTE
Special Education Director	Barker Leadership Administration Building	1
Supervisor of Special Education	Barker Leadership Administration Building	4
Clerical Support/Secretary	Barker Leadership Administration Building	4
Transition Facilitator	Barker Leadership Administration Building	1
School Psychologist	Barker Leadership Administration Building	10
Paraprofessional	Lincoln Elementary	3
Paraprofessional	Pfeiffer-Burleigh	1
Paraprofessional	Strong Vincent Middle	9
Paraprofessional	Wilson Middle	3
Paraprofessional	Cleveland Elementary	5
Paraprofessional	Edison Elementary	1

Paraprofessional	Northwest Collegiate Academy	1
Paraprofessional	Harding	8
Paraprofessional	McKinley	7
Paraprofessional	Perry	3.5
Paraprofessional	Jefferson Elementary	8
Paraprofessional	Connell	8
Paraprofessional	Erie High School	16
Paraprofessional	Strong Vincent High School	1
Paraprofessional	Diehl	1
Paraprofessional	East Middle School	1
Speech Language Pathologist	All Schools	12

Special Education Contracted Services

Special Education Contracted Services	Operator	Amt of Time per Week
Assistive Technology Consultant	Intermediate Unit	5 Days
Occupational Therapist	Intermediate Unit	5 Days
Physical Therapist	Intermediate Unit	4 Days
Occupational Therapist	Intermediate Unit	4 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:

There are similarities in accomplishments between the fifteen schools of the Erie Schools. Six schools reported an increase in the 2019 PSSA ELA and Math data for at least one grade level from the 2017- 2018 PSSA data. Six school also report meeting or exceeding the standard for academic growth in at least one grade level and subject on the 2017-2018 PVAAS data. Five schools reported and increase in their core percentage on the DIBELS given to student in grades K-2. Six schools reported a decrease in behavior incidents from the previous year, with a focus on decreasing African American incidents. Five schools reported attendance improvements from the 2017-2018 school year.

There are also similar concerns among the fifteen schools of the Erie School District. All fifteen schools state the decline for at least 1 subject in PSSA and Keystone scores as a concern. Five schools reported at least one grade level and subject as not meeting or exceeding the standard for academic growth. Six schools stated that DIBELS scores have not met expectations for students at core. Nine schools state behavior incidents increased or didn't decrease enough to reach the expected goal during the 2018-2019 school year, including a focus on the African American subgroup. Seven schools reported attendance as a concern due to the increase in citations or the increase in chronic absenteeism.

Thirteen of the fifteen school marked the Systemic Challenge, ensure that there is a system within the school that fully ensures school-wide use of data that is focused on school improvement and the academic growth of all students, in the number one position. Both the Systemic Challenges of ensuring that there is a system within the school that fully ensures consistent implementation of effective instructional practices that meet the needs of all students across all classrooms and aligns with the Pennsylvania Framework for Teaching and ensuring that there is a system within the school that fully ensures consistent implementation of a standards aligned curriculum framework across all classrooms for all students were the other two top choices from the schools.

District Accomplishments

Accomplishment #1:

There is significant evidence the Erie City School District exceeded the standard for PA academic growth in English Language Arts for grades 4-8 with a 7.15. This was the 9th highest growth score across the State.

Source: PVAAS 2017-2018

Accomplishment #2:

There is moderate evidence that the Erie City School District exceeded the standard for PA academic growth in Mathematics for grades 4-8 with a 1.32.

Source: PVAAS 2017-2018

Accomplishment #3:

There was a 6% increase in core for Kindergarten students on the DIBELS assessment.

Source: DIBELS site

Accomplishment #4:

There was a 5.6% increase on the Science PSSA from the previous year data.

Source: PSSA Accountability Data 2018-2019

Accomplishment #5:

The regular attendance measure for 9 out of 12 schools in Erie City Schools met or exceeded the State target of 80.9%.

Attendance Rate:

Collegiate Academy- 93.8%

Diehl- 83.2%

Edison- 84.2%

Grover Cleveland- 83.2%

Harding- 84.7%

Joanna Connell- 91.0%

Lincoln- 84.0%

McKinley- 85.7%

Perry- 84.6%

Source: Future Ready PA Index, 2017-2018

Accomplishment #6:

The District established the Strategic Plan including the Data Summit process in all 15 schools.

District Concerns

Concern #1:

The percentage of students proficient or advanced in reading by grade 3

do not meet District expectations.

Students proficient or advanced in reading:

Diehl- 15.9%

Edison- 31.5%

Grover Cleveland- 47.6%

Harding- 27.8%

Jefferson- 41.3%

Joanna Connell- 52.0%

Lincoln- 53.7%

McKinley- 26.4%

Perry- 30.9%

Pfeiffer-Burleigh- 29.7%

Source: PSSA Accountability Data 2018-2019

Concern #2:

District Keystone results in all three subjects are below expectations.

Keystones Scores, Spring 2019	2019 Results
Algebra	29.3%
Biology	35.9%
Literature	33.8%

Source: Keystone data file 2018-2019

Concern #3:

There is significant evidence that the District did not meet the standard for PA Academic Growth in all three Keystone subjects, Algebra -8.62, Biology -5.59, and Literature -6.02.

Source: PVAAS Site

Concern #4:

The 6 year Cohort Graduation Rate of 77.8% is below the State Average of 86.6%.

Source: PIMS Report

Concern #5:

The Special Education subgroup has not met the regular attendance rate on the Future Ready Index in 9 of 12 schools.

Source: Future Ready Index

Concern #6:

The African-American subgroup has the largest percentage of disproportionality between discipline events and enrollment, 25.6%.

Race/Ethnicity	Percentage of Disproportionality
African American	25.6%
Hispanic	1.6%
Asian	3.3%

Multi-Racial	1.9%
White	18.6%
American Indian/Alaskan	0.2%
Hawaiian/Pacific	0.1%

Source: Infinite Campus Report

Prioritized Systemic Challenges

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

Aligned Concerns:

The percentage of students proficient or advanced in reading by grade 3 do not meet District expectations.

Students proficient or advanced in reading:

Diehl- 15.9%

Edison- 31.5%

Grover Cleveland- 47.6%

Harding- 27.8%

Jefferson- 41.3%

Joanna Connell- 52.0%

Lincoln- 53.7%

McKinley- 26.4%

Perry- 30.9%

Pfeiffer-Burleigh- 29.7%

Source: PSSA Accountability Data 2018-2019

District Keystone results in all three subjects are below expectations.

Keystones Scores, Spring	2019 Results
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2019	
Algebra	29.3%
Biology	35.9%
Literature	33.8%

Source: Keystone data file 2018-2019

There is significant evidence that the District did not meet the standard for PA Academic Growth in all three Keystone subjects, Algebra -8.62, Biology -5.59, and Literature -6.02.

Source: PVAAS Site

The 6 year Cohort Graduation Rate of 77.8% is below the State Average of 86.6%.

Source: PIMS Report

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

Aligned Concerns:

The percentage of students proficient or advanced in reading by grade 3 do not meet District expectations.

Students proficient or advanced in reading:

Diehl- 15.9%

Edison- 31.5%

Grover Cleveland- 47.6%

Harding- 27.8%

Jefferson- 41.3%

Joanna Connell- 52.0%

Lincoln- 53.7%

McKinley- 26.4%

Perry- 30.9%

Pfeiffer-Burleigh- 29.7%

Source: PSSA Accountability Data 2018-2019

District Keystone results in all three subjects are below expectations.

Keystones Scores, Spring 2019	2019 Results
Algebra	29.3%
Biology	35.9%
Literature	33.8%

Source: Keystone data file 2018-2019

There is significant evidence that the District did not meet the standard for PA Academic Growth in all three Keystone subjects, Algebra -8.62, Biology -5.59, and Literature -6.02.

Source: PVAAS Site

The 6 year Cohort Graduation Rate of 77.8% is below the State Average of 86.6%.

Source: PIMS Report

The African-American subgroup has the largest percentage of disproportionality between discipline events and enrollment, 25.6%.

Race/Ethnicity	Percentage of Disproportionality
African American	25.6%
Hispanic	1.6%
Asian	3.3%
Multi-Racial	1.9%
White	18.6%
American Indian/Alaskan	0.2%
Hawaiian/Pacific	0.1%

Source: Infinite Campus Report

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

Aligned Concerns:

The percentage of students proficient or advanced in reading by grade 3 do not meet District expectations.

Students proficient or advanced in reading:

Diehl- 15.9%

Edison- 31.5%

Grover Cleveland- 47.6%

Harding- 27.8%

Jefferson- 41.3%

Joanna Connell- 52.0%

Lincoln- 53.7%

McKinley- 26.4%

Perry- 30.9%

Pfeiffer-Burleigh- 29.7%

Source: PSSA Accountability Data 2018-2019

District Keystone results in all three subjects are below expectations.

Keystones Scores, Spring 2019	2019 Results
Algebra	29.3%
Biology	35.9%
Literature	33.8%

Source: Keystone data file 2018-2019

There is significant evidence that the District did not meet the standard for PA Academic Growth in all three Keystone subjects, Algebra -8.62, Biology -5.59, and Literature -6.02.

Source: PVAAS Site

The 6 year Cohort Graduation Rate of 77.8% is below the State Average of 86.6%.

Source: PIMS Report

Systemic Challenge #4 (*Guiding Question #10*) Establish a district system that fully ensures professional development is focused, comprehensive and implemented with fidelity.

Aligned Concerns:

The percentage of students proficient or advanced in reading by grade 3 do not meet District expectations.

Students proficient or advanced in reading:

Diehl- 15.9%

Edison- 31.5%

Grover Cleveland- 47.6%

Harding- 27.8%

Jefferson- 41.3%

Joanna Connell- 52.0%

Lincoln- 53.7%

McKinley- 26.4%

Perry- 30.9%

Pfeiffer-Burleigh- 29.7%

Source: PSSA Accountability Data 2018-2019

District Keystone results in all three subjects are below expectations.

Keystones Scores, Spring 2019	2019 Results
Algebra	29.3%
Biology	35.9%
Literature	33.8%

Source: Keystone data file 2018-2019

There is significant evidence that the District did not meet the standard for PA Academic Growth in all three Keystone subjects, Algebra -8.62, Biology -5.59, and Literature -6.02.

Source: PVAAS Site

The 6 year Cohort Graduation Rate of 77.8% is below the State Average of 86.6%.

Source: PIMS Report

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

Aligned Concerns:

The percentage of students proficient or advanced in reading by grade 3 do not meet District expectations.

Students proficient or advanced in reading:

Diehl- 15.9%

Edison- 31.5%

Grover Cleveland- 47.6%

Harding- 27.8%

Jefferson- 41.3%

Joanna Connell- 52.0%

Lincoln- 53.7%

McKinley- 26.4%

Perry- 30.9%

Pfeiffer-Burleigh- 29.7%

Source: PSSA Accountability Data 2018-2019

District Keystone results in all three subjects are below expectations.

Keystones	2019
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Scores, Spring 2019	Results
Algebra	29.3%
Biology	35.9%
Literature	33.8%

Source: Keystone data file 2018-2019

There is significant evidence that the District did not meet the standard for PA Academic Growth in all three Keystone subjects, Algebra -8.62, Biology -5.59, and Literature -6.02.

Source: PVAAS Site

The 6 year Cohort Graduation Rate of 77.8% is below the State Average of 86.6%.

Source: PIMS Report

The Special Education subgroup has not met the regular attendance rate on the Future Ready Index in 9 of 12 schools.

Source: Future Ready Index

Systemic Challenge #6 (*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:

The percentage of students proficient or advanced in reading by grade 3 do not meet District expectations.

Students proficient or advanced in reading:

Diehl- 15.9%

Edison- 31.5%

Grover Cleveland- 47.6%

Harding- 27.8%

Jefferson- 41.3%

Joanna Connell- 52.0%

Lincoln- 53.7%

McKinley- 26.4%

Perry- 30.9%

Pfeiffer-Burleigh- 29.7%

Source: PSSA Accountability Data 2018-2019

District Keystone results in all three subjects are below expectations.

Keystones Scores, Spring 2019	2019 Results
Algebra	29.3%
Biology	35.9%
Literature	33.8%

Source: Keystone data file 2018-2019

There is significant evidence that the District did not meet the standard for PA Academic Growth in all three Keystone subjects, Algebra -8.62, Biology -5.59, and Literature -6.02.

Source: PVAAS Site

The 6 year Cohort Graduation Rate of 77.8% is below the State Average of 86.6%.

Source: PIMS Report

Systemic Challenge #7 (*Guiding Question #4*) Establish a district system that fully ensures high quality curricular assets (e.g. model curricula, learning progressions, units, lesson plans, and content resources) aligned with state standards and fully accessible to teachers and students.

Aligned Concerns:

District Keystone results in all three subjects are below expectations.

Keystones Scores, Spring 2019	2019 Results
Algebra	29.3%
Biology	35.9%
Literature	33.8%

Source: Keystone data file 2018-2019

The 6 year Cohort Graduation Rate of 77.8% is below the State Average of 86.6%.

Source: PIMS Report

Systemic Challenge #8 (*Guiding Question #9*) Establish a district system that fully ensures each member of the district community promotes, enhances and sustains a shared vision of positive school climate and ensures family and community support of student participation in the learning process.

Aligned Concerns:

The percentage of students proficient or advanced in reading by grade 3 do not meet District expectations.

Students proficient or advanced in reading:

Diehl- 15.9%

Edison- 31.5%

Grover Cleveland- 47.6%

Harding- 27.8%

Jefferson- 41.3%

Joanna Connell- 52.0%

Lincoln- 53.7%

McKinley- 26.4%

Perry- 30.9%

Pfeiffer-Burleigh- 29.7%

Source: PSSA Accountability Data 2018-2019

District Keystone results in all three subjects are below expectations.

Keystones Scores, Spring 2019	2019 Results
Algebra	29.3%
Biology	35.9%
Literature	33.8%

Source: Keystone data file 2018-2019

The 6 year Cohort Graduation Rate of 77.8% is below the State Average of 86.6%.

Source: PIMS Report

The Special Education subgroup has not met the regular attendance rate on the Future Ready Index in 9 of 12 schools.

Source: Future Ready Index

Systemic Challenge #9 (*Guiding Question #12*) Establish a district system that fully ensures classrooms are staffed with highly qualified teachers.

District Level Plan

Action Plans

Goal #1: Establish a district system that fully ensures the consistent implementation of effective instructional practices across all classrooms in each school.

Related Challenges:

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

Indicators of Effectiveness:

Type: Annual

Data Source: PSSA through Emetric

Specific Targets: To improve academic performance in English Language Arts in grades 3 through 8 by 14% by 2018.

To improve academic performance in mathematics in grades 3 through 8 by 12% by 2018.

To improve academic performance in science in grades 3 through 8 by 14% by 2018.

Type: Annual

Data Source: Annual Keystone Assessment Data

Specific Targets: To improve academic performance in Literature as measured by Keystone testing by 11% by 2018.

To improve academic performance in Algebra I as measured by Keystone testing by 6% by 2018.

To improve academic performance in Biology as measured by Keystone testing by 10% by 2018.

Type: Annual

Data Source: PSSA through Emetric

Specific Targets: To show academic growth in reading across all performance levels as measured by the overall mean scale score by 35 points by 2018.

To show academic growth in mathematics across all performance levels as measured by the overall mean scale score by 30 points by 2018.

To show academic growth in science across all performance levels as measured by the overall mean scale score by 70 by 2018.

Type: Annual

Data Source: Annual Keystone Assessment Data

Specific Targets: To show academic growth in Literature across all performance levels as measured by the overall mean scale score by 14 points by 2018.

To show academic growth in Algebra I across all performance levels as measured by the overall mean scale score by 11 points by 2018.

To show academic growth in Biology across all performance levels as measured by the overall mean scale score by 11 points by 2018.

Strategies:

Using Data to Meaningfully Inform Instruction

Description:

The Assessment Coordinator with the assistance of other central office administrators will continue to meet with administrators on a regular basis to increase the ability of administrators to use data to meaningfully inform instruction. Administrators will be shown how to access data relevant to their student performance, how to best interpret and draw valid conclusions from the data, and how to provide feedback to teachers as they analyze data in both ILTs and PLC groups throughout the year. Having more expertise in using achievement data meaningfully will result in higher accountability for teachers to design instruction to better meet the diverse needs of the student population. IU5 has been utilized for PD with teachers and administrators with DIBELS for K-5 buildings, Text-Dependent Questions for 6-12 and PBIS for positive culture and climate. The data is then used at the district data summits and again shared out with each building's faculty. Also using a variety of assessments has been a goal for the next few years. The diagnostic, summative, and formative types will support instruction, benchmarks and assist in driving instruction and student outcomes.

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

Building Capacity for Leadership with Administrators and School-based Instructional Leadership Teams (ILT)

Description:

As part of the District's strategic plan and developing professional practices for Instructional Effectiveness, the district has established a strategy of building capacity for administrators and the establishment of Instructional Leadership Teams (ILT) at each school

These ILT's in each school determine the teaching practices, leadership practices, and organizational practices that will support each building to continue the work of meeting the goals for the school. Each school's ILT team participates in district wide data summits and shares out as well as asking for feedback with the entire faculty. Each school has an established team with a regular meeting schedule and agenda format. The task for each school was to develop a shared vision, plans and goals that would meet the needs of the individual building. As this work moves forward, additional Professional development will include:

- Continued work with a deeper focus on Learning Targets and formative walkthroughs
- Analyzing data to make informed decisions, establish interventions, develop programs to address needs

- Providing meaningful feedback to enhance practice, through walk-throughs, model classrooms, shared visits, use of video-taping and guided conversations

SAS Alignment: Assessment, Instruction, Materials & Resources

Professional Development to Build Capacity for Sustainability

Description:

Research indicates that professional development programs are more likely to reach goals and impact student learning when they address multiple dimensions of school capacity, rather than focus only on developing individual teacher learning (Newmann, King, & Youngs, 2000).

The District has invested heavily in developing teacher leaders and administrators who can provide professional development to their colleagues. Professional development will be held as a year-long framework. Teachers will have the opportunity to attend professional development in the summer or during the school year and will receive the same content regardless of the time of the year. Professional learning is offered to all staff, so that all teachers and administrators have the opportunity for deep learning.

The focus for the Professional Learning Framework sessions came from a variety of sources; a needs assessment developed by the Intermediate Unit #5, survey of Instructional Leadership Teams, small focus groups, and the professional development needs for individual schools based on the results of their work on the strategic plan goals and action plans.

The goals of the Professional Learning Framework are directly connected to the practice of teaching, facilitated by high quality professional educators and teacher leaders, collaborative and sustainable throughout the years. Teaching Practices for the year will focus on learning targets, engagement, and differentiated instruction. Behavioral goals will focus on positive school-wide supports, classroom management, and consistent management procedures.

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

Implementation Steps:

1. Building Capacity- Learning Target, Differentiation, Engagement Professional Development

Description:

Implementation of the Learning Target Theory of Action ensuring that all new administrators and teachers have an understanding of how to focus on this instructional strategy as well as differentiation and engagement strategies for the next few years. Building ILT's and administration will review the necessary steps to ensure all staff are trained and able to implement the 3 instructional strategies: Learning Targets, Differentiation, Engagement

Start Date: 7/1/2019 **End Date:** 7/2/2023

Program Area(s): Professional Education

Supported Strategies:

- Building Capacity for Leadership with Administrators and School-based Instructional Leadership Teams (ILT)

9. Building Capacity- MONITORING-Gathering Walk Through Data

Description:

A schedule will be established to conduct walk throughs in all buildings to gather data on the effects of Learning Target implementation in both planning and preparation of lessons and clarity of classroom implementation of the Learning Target Theory of Action.

Evidence: Schedule and data collection

Start Date: 8/30/2018 **End Date:** 7/6/2023

Program Area(s): Professional Education

Supported Strategies:

- Building Capacity for Leadership with Administrators and School-based Instructional Leadership Teams (ILT)

*Using Data- Create an On-line Assessment Page on District website
(Planning)*

Description:

Review current "Assessment Web Pages" from other school district websites for ease of use and quality of information. Based on website review, district needs, and input from curriculum, instruction, and assessment team, Assessment Coordinator and Director of Communication will create Assessment Page using School Wires tool. Assessment page including assessment calendar, FAQ link, parent link and tutorials will go live in August of each school year.

Start Date: 8/29/2018 **End Date:** 8/25/2023

Program Area(s): Student Services, Educational Technology

Supported Strategies:

- Using Data to Meaningfully Inform Instruction

*Using Data-Develop a Building Based Comprehensive Planning
Calendar (Planning)*

Description:

Directors will develop and share a calendar that outlines expectations for data analysis and school improvement planning. Expectations will follow a natural progression each month and will include identifying school goals, reviewing data, and monitoring progress towards the goal. Directors will monitor implementation through review of school improvement goals, walkthroughs, and site visits.

Start Date: 8/29/2019 **End Date:** 6/13/2023

Program Area(s): Professional Education

Supported Strategies:

- Using Data to Meaningfully Inform Instruction

Using Data- Provide Professional Development on use of Assessment web page and Assessment Calendar (Professional Development)

Description:

In three two-hour sessions building administrators will be trained on access and use of the District's Assessment page and Assessment Calendar. This will be done in August of each school year.

Start Date: 8/28/2019 **End Date:** 9/14/2023

Program Area(s): Student Services, Educational Technology

Supported Strategies:

- Using Data to Meaningfully Inform Instruction

Using Data- Develop supervision and evaluation plans (Planning)

Description:

Each building will develop a supervision and evaluation plan including evaluation responsibilities for each building administrator and a supervision plan that includes an action plan for formal observations and walkthroughs. These plans will be developed using student achievement data as well as data from classroom walkthroughs. Plans will be submitted to Directors for review and monitored through PA ETEP, joint walkthroughs, and site visits. Plans will be submitted at the beginning of each school year.

Start Date: 9/11/2019 **End Date:** 6/9/2023

Program Area(s): Professional Education, Teacher Induction

Supported Strategies:

- Using Data to Meaningfully Inform Instruction

Using Data-Critically analyze data (Implementation)

Description:

Building administrators will meet with Instructional Leadership Teams and conduct Professional Learning Communities to critically analyze student achievement data, behavior data, perceptual data, and demographic data to identify root causes for areas of concern. Building administrators will use critical analysis protocols and procedures presented at administrative meetings and available on Assessment web page. Critical analysis will be monitored through submission of agendas, notes, and protocols. Central office administrations will also attend ILT and PLC meetings.

Start Date: 8/29/2019 **End Date:** 6/16/2023

Program Area(s):

Supported Strategies:

- Using Data to Meaningfully Inform Instruction

Using Data- Use Intersection of multiple data points to improve instruction (Implementation)

Description:

Building administrators will use critical analysis of data to focus professional development, formative feedback, and supervision and evaluation. This feedback cycle will occur in Instructional Leadership Team meetings, Professional Learning Community meetings, and individual instructional conferences. Directors will monitor implementation through PAETEP, meeting notes and agendas, and site visits and walkthroughs.

Start Date: 8/29/2019 **End Date:** 6/21/2023

Program Area(s):

Supported Strategies:

- Using Data to Meaningfully Inform Instruction

*1a. Professional Development to Build Capacity for Sustainability:
To Improve Instruction for All Students:*

Description:

The goal of the Professional Development to Build Capacity for Sustainability strategy is to create a model that the District is able to sustain and build upon for all subject areas. The Implementation Step for this strategy is to develop consistent strategies for teaching and learning. They include:

- Maintain the number of District schools offering Pre-K programs. The District began offering school-based Pre-K programs as a way to ensure that more and more District children enter Kindergarten ready to learn. Based on funding, space and capacity, the District will maintain the number of 13 Pre-K classrooms.
- All K-5 teachers will receive deep professional development on Core Knowledge Language Arts training and Ready Math training.
- PD for 6-12 in content areas will be offered to all teachers to ensure consistency and sharing of best practices
- Select high schools and middle schools will use Read 180 and System 44 to support struggling readers
- All schools will use data from DIBELS, CDT's, District Assessments and summative assessments to identify struggling readers and develop interventions

Start Date: 9/11/2019 **End Date:** 6/8/2023

Program Area(s): Professional Education, Teacher Induction, Special Education, Educational Technology

Supported Strategies:

- Professional Development to Build Capacity for Sustainability

***1b. Professional Development to Build Capacity for Sustainability:
Teaching Diverse Learners in an Inclusive Setting***

Description:

Erie's Public Schools services approximately 10 % of students as English as Second Language students. Our families come to Erie with a multiple of languages, cultures, experiences and stories. Erie serves as a refugee center for this part of the area and many of those families attend Erie's Public Schools. With this growing population of students and families, the District is implementing the following steps through our professional development framework to: teach diverse learners in an inclusive setting:

- As part of the Title I/Federal Program department, the District has identified an administrator who is responsible to support, serve as a liaison and oversee the ESL program and connect families to services available in the community
- ESL teachers are provided with ongoing professional development as a part of the Professional Development Framework for all teachers
- ESL teachers, with expertise in providing training to adults, share their knowledge and content expertise around diverse learners with regular and special education teachers during the summer trainings and throughout the school year
- The District will continue to build the capacity of internal content providers as part of the Professional Development Framework offerings
- ELL students are included in the regular education programs as determined by the WIDA scores with grouping available based on individual student needs
- ELL students in middle and high school receive additional literacy support using System 44 -Scholastic
- Erie's Public Schools will continue to partner with community agencies, such as the Multi Cultural Center (MCRC) to ensure that students and their families receive services and support

Start Date: 8/21/2019 **End Date:** 6/8/2023

Program Area(s): Professional Education, Teacher Induction, Special Education, Student Services

Supported Strategies:

- Professional Development to Build Capacity for Sustainability

2b. Professional Development to Build Capacity for Sustainability - Review feedback and Needs Assessment

Description:

As part of the professional development framework and to identify District needs for professional learning, the PD committee will review the feedback from the 2018 Framework, access the needs assessment from the IU, review school level professional development plans and create surveys to identify need.

Start Date: 8/27/2019 **End Date:** 6/11/2020

Program Area(s):**Supported Strategies:**

- Professional Development to Build Capacity for Sustainability

***2e. Professional Development to Build Capacity for Sustainability -
Refine registration and tracking of professional development hours***

Description:

In order to maintain credibility and accuracy, it is critical to develop, maintain, review and refine the tracking of professional development hours for attendance and Act 48. The current system of Business Plus 360 is how the hours are currently tracked. If the District continues to use this system or moves to a different tracking system, it is imperative that teacher hours and attendance is accurate and current.

The PD Planning committee can continue to review and refine this process with the help of the Instructional Technology Department.

Start Date: 8/29/2019 **End Date:** 6/9/2023

Program Area(s):**Supported Strategies:**

- Professional Development to Build Capacity for Sustainability

***2f. Professional Development to Build Capacity for Sustainability -
Communicate professional development offerings***

Description:

As part of the professional development framework, it is critical to develop a communication strategy. Communication includes:

- Developing a timeline for communication
- Determining how communication will be delivered-- email, website, mail, broadcasts, etc.
- Working with the Communication Director to ensure quality and accuracy
- Communicating early in the year so that educators can plan accordingly
- Developing a consistent message for all communications

Start Date: 8/21/2019 **End Date:** 6/8/2023

Program Area(s):

Supported Strategies:

- Professional Development to Build Capacity for Sustainability

*2g. Professional Development to Build Capacity for Sustainability--
Create year-long touch points to maintain the learning*

Description:

As the District strives to implement our Strategic Plan, it is imperative to continue the learning throughout the year. As part of the professional development framework, that learning will be continued through a variety of means:

While there are many structures that the District could consider in designing the professional development framework, we have chosen a year-long framework, offered during the summer and throughout the year with follow up through the Professional Learning Communities (PLC) and Instructional Leadership Teams (ILT).

Strategies that the District will use to implement the professional learning include:

- Curriculum Topic study and a focus on the standards
- Content courses including a graduate course
- Examining student work
- Model classrooms with time for debrief
- Coaching
- Mentoring
- Lesson Study
- Curriculum implementation
- Assessment analysis and data review
- Walkthroughs

- Small group PLC
- Outside content providers

Start Date: 8/29/2019 **End Date:** 6/8/2023

Program Area(s): Professional Education, Teacher Induction, Special Education, Educational Technology

Supported Strategies:

- Professional Development to Build Capacity for Sustainability

Appendix: Professional Development Implementation Step Details

No Professional Development Implementation Steps have been identified for Erie City SD.

District Level Affirmations

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

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

No signature has been provided

Board President

No signature has been provided

Superintendent/Chief Executive Officer

Special Education Affirmations

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

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

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

Affirmed by Frank Petrungar on 4/29/2019

Board President

Affirmed by Brian Polito on 4/29/2019

Superintendent/Chief Executive Officer