

## **Proposed Northern Lehigh School District Special Education Comprehensive Plan:**

Over the past several months the Northern Lehigh School District's Office of Special Education has facilitated the development of a district Special Education Comprehensive Plan. A district level planning committee was formed to assist in the development of the Special Education Comprehensive Plan. Key staff members and representatives as outlined by the PA Department of Education have participated in the development of the plan to ensure that multiple perspectives were considered.

The period of public review and comment on the plan will continue until April 8, 2018. If you have any comments or questions about the plan, please contact Michele Dotta, Director of Special Education, at 610-767-9848 or [mdotta@nlsd.org](mailto:mdotta@nlsd.org). The plan will be presented to the Board of School Directors for approval on April 9, 2018. It will be submitted to the Pennsylvania Department of Education by May 1, 2018 for review and approval.

Northern Lehigh SD  
**Special Education Plan Report**  
07/01/2018 - 06/30/2021

# District Profile

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## Demographics

1201 Shadow Oaks Ln  
 Slatington, PA 18080-1237  
 610-767-9800  
 Superintendent: Matthew Link  
 Director of Special Education: Michele Dotta

## Planning Committee

Name	Role
Michele Dotta	Administrator : Special Education
Scott Pyne	Administrator : Special Education
Suzanne Mengel	Ed Specialist - School Counselor : Professional Education Special Education
Gene Marks	Ed Specialist - School Psychologist : Special Education
Sidney Snyder	Ed Specialist - School Psychologist : Special Education
Sue Beil	Elementary School Teacher - Special Education : Special Education
Ellen Jane Yenser	High School Teacher - Special Education : Special Education
Carleen Binder	Parent : Special Education
Shelly Long	Parent : Special Education

# Core Foundations

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## Special Education

### *Special Education Students*

Total students identified: 275

### *Identification Method*

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

The district currently utilizes the Discrepancy Model to identify students with Specific Learning Disabilities.

When a student has been referred for a multi-disciplinary team evaluation, either by parent request or through school referral, the psychologist begins to collect data. Parent and teacher input is collected, and the psychologist reviews all records, including report cards, DIBELs, AIMSweb, STAR, and CDT's. Direct observations are conducted, and the child is administered appropriate assessments. Additionally, behavior rating scales are distributed to parents and teachers when there are behavior concerns. When the purpose of the evaluation is to determine whether the child exhibits a specific learning disability, curriculum-based assessments, along with standardized academic and cognitive assessments are administered. After reviewing, scoring and analyzing all data, it is determined if the student is achieving adequately for his/her age and meeting state-approved grade level standards, as well as if there is a significant and meaningful discrepancy between the student's cognitive ability and academic achievement. Both of these criteria must be met in order to qualify as a student with a specific learning disability. Additionally, it must be ruled out that the academic difficulties are not due to a lack of highly qualified instruction, English as a second language, other medical/physical impairments, emotional difficulties, or cultural/environmental issues.

### *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>

According to the 2016-2017 State Performance Plan there is more than a 10% discrepancy in the disability categories of Speech or Language Impairment and Autism. Northern Lehigh School District is a small rural school district. Some disadvantages of this district are limited preschool opportunities, little to no commercial industry, lack of local mental health services, and a high

percentage of students receiving free or reduced lunch (47%). We believe that these are significant factors which may skew the data in our State Performance Plan. Since the 2010 school year, our percentage of students identified as Speech or Language Impairment has decreased by nearly 7%. Northern Lehigh School District has subcontracted with a private speech and language provider. This change in service provider, coupled with a movement to provide services and intervention within the general education environment, has led to decreases in the overall percentage. In addition to the above mentioned factors, we as a district have seen an increase in the number of students receiving Early Intervention Services under the label of Developmental Delay. Since this label does not translate to school-aged programming, should these students continue to qualify, we have seen an increase in the labeling of children under school-age disability categories such as Autism, Other Health Impairment, etc. Northern Lehigh School District will continue to monitor the evaluation process, as well as the primary exceptionalities of students, to ensure our students receive the most appropriate supports and services. As always, Northern Lehigh School District will continue to provide educational opportunities that are based upon student needs exhibited within the educational environment, not solely their disability category.

### *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?

Northern Lehigh School District does not have any facilities within our district boundaries. The district is aware that should such an institution move into our district we would work collaboratively with said institution to ensure we continue to meet our established Child Find and FAPE obligations.

### *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).

Northern Lehigh School District does not have any correctional institutions within our district boundaries. The district is aware that should such an institution move into our district we would work collaboratively with that institution to ensure we continue to meet our already established Child Find and FAPE obligations.

### *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.

An LEA representative attends every IEP meeting, including those held in locations outside the district, to ensure that every eligible student is provided the supports and services necessary to remain included with non-disabled peers to the maximum extent possible. During meetings, the team makes every effort to ensure that students with disabilities are to be educated with their non-disabled peers and are removed from the regular education environment only when the child's education in that setting with supplementary aids and services is not showing satisfactory progress. Northern Lehigh has Learning Support , Life Skills Support and Emotional Support Programs at every grade level. The Emotional Support Program will continue to expand as supports needed have increased. The high school has co-taught classes. As a result, our students are integrated more into the general curriculum in a regular education classroom. K-12 learning support and emotional support students are fully included for science, social studies, and non-academic subjects. Many of our learning support students are integrated into math, reading, and English. Carbon Lehigh Intermediate Unit programs are utilized for students who are unable to be successfully included into district run programs. All related services with the exception of transportation, occupational therapy and speech and language therapy are contracted with the IU. The district contracts occupational and speech and language services from Pediatric Therapeutic Services. Learning Support Staff from K-6 have been trained in Wonders for Reading. Northern Lehigh has implemented E-Visions interactive math program for grades K-3 and Eureka math in grades 4-6. Both special education and regular education staff collaborate to provide supplemental aides and services as well as standards aligned curriculum. Supplementary Aids and Services that are available to students are as follows (not all inclusive list):

- Modified curricular
- adapted, modified, alternative tests, assignments, and/or homework
- assistive technology
- adapted materials at the students' instructional level

- use of research based direct instruction alternative curriculum
- study guides to aid in chunking of material
- flexible grouping
- alternative test setting
- preferential seating
- adaptive equipment
- social skills instruction
- scheduled positive reinforcement
- positive behavior support plans
- monthly and/or weekly collaboration among district and IU staff
- co-teaching

Both elementary buildings have implemented the SWPBS program and were recognized in Hershey for delivering the program with fidelity. Both buildings have seen a steady decrease in behavioral referrals. The middle school, Peters Elementary and the High School have begun the tier two training of SWPBS. Northern Lehigh has also contracted with a Board Certified Behavior Analyst. This service has proven invaluable by providing both guidance and assistance to our emotional support teachers in writing individualized behavioral plans, as well as conducting Independent Functional Behavioral Assessments. All regular education teachers, special education teachers, paraprofessionals, and administrators will be certified in Non-violent Crisis Intervention (NCI). Refreshers will take place every two years. Crisis Teams are re-certified every year and meet with the trainers after every restraint. Northern Lehigh School District has made a commitment to increase inclusionary practices for all students with disabilities. Currently, all district employees are trained in verbal de-escalation strategies to diffuse potential crisis situations. As well, every building has a designated crisis team who are trained in de-escalation and physical intervention should student behavior become a threat to self or others.

Upon analysis of Indicator 5 data from the SPP state averages, Northern Lehigh continues to strive for student instruction in the Least Restrictive Environment. Longitudinal comparison of data suggests an increase in the percentage of special education students receiving instruction in the regular education setting for more than 80% of the day from 2013-2014 to 2016-2017.

### *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.

A team of staff from Peters Elementary, High School and Middle School, including the building principals, school counselors, school psychologist, five regular education teachers, one special education teacher, and one specials teacher, participated in multiple School-Wide Positive Behavior Support (SWPBS) trainings at the Carbon-Lehigh Intermediate Unit (CLIU#21) during the course of the school year to plan for Tier 1 Universal System implementation. At these team trainings, (4) school-wide expectations were selected, a behavior matrix was created, behavior lesson plans were developed, minor and major behavioral offenses were defined, and a system of rewards was delineated. Both Peters Elementary, the High School and the Middle School implemented Tier 1/Universal SWPBS beginning in the 2015-2016 school year. The SWPBS team also participated in additional trainings regarding Tiers 2 and 3 during the 2016-2017 school year. The SWPBS team at all buildings meet on a monthly basis to review data in order to identify patterns of specific behaviors, locations, and/or times of day in which behavior problems tend to occur. This data is used to target intervention efforts (e.g., re-teaching or booster sessions, increasing or modifying reinforcers). The data is also used to identify students who may be in need of increasing levels of intervention. The evidence-based intervention, Check-In Check-Out (CICO), is used as a Tier 2 intervention strategy. Other Tier 2 interventions include social-emotional (e.g., lunch bunch) and academic groups. Students who do not respond to Tier 2 interventions are referred to the Board Certified Behavior Analyst, who conducts a brief Functional Behavioral Assessments (FBA) in order to develop individual Positive Behavior Intervention Plans (BIP).

To further enhance our dedication to addressing behavioral intervention, our district has two certified NCI instructors. All teachers, paraprofessionals and building administrators are trained in verbal de-escalation techniques as well as non-violent physical crisis intervention. The staff will be scheduled to recertify every two years in order to maintain knowledge of the strategies through refreshers and reviews. Moreover, crisis teams recertify yearly to review incidents, revise procedures, and to retrain to ensure the strategies implemented (verbal or physical) are appropriate and effective.

### *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.

There are no correctional institutions located within the school district.

Secondary age autistic students are difficult to place into a transition program that is appropriate. The district utilizes area resources, agencies, and businesses, as well as the services of the Carbon Lehigh Intermediate Unit and their transition specialists to maintain appropriate placements for all students. In recent years with the addition of VIA, OVR, SEED, and ARCH, students have had paid opportunities. Often the behaviors impede successful continuation within the programs, and coordination with mental health agencies are helpful in supporting such students.

Students with full time emotional support needs at the elementary level have also historically been difficult to find placements for in our district. We currently utilize IU programs as well as private schools for those in grades K-12. However, through the use of learning support staff, emotional support staff and trained paraprofessionals, we have been able to maintain some of these students successfully within our emotional support programs.

### *Strengths and Highlights*

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

The mission of the Northern Lehigh School District community is to create a challenging and supportive environment dedicated to meeting the diverse educational needs of all learners. In our vision of the Northern Lehigh School District, parents, school, and community work together to achieve quality education goals and remain accountable to all learners. As we instill a love of learning as a lifelong pursuit for each individual, we will strive for a renewed sense of community pride and involvement.

The Northern Lehigh School District believes that all students can learn and succeed with a positive attitude and self-esteem which will enhance the learning process. Furthermore, at Northern Lehigh School District, we treat learning as a lifelong process which is enhanced by a quality learning environment. Inherent in this philosophy, we take on the individual responsibility to meet each learner's needs so that all students may grow to attain their full potential. Recently, our district has focused on the growth mindset, which emphasizes perseverance and dedication to growth, which will bolster motivation, academic self-image, and ultimately, academic achievement.

The Northern Lehigh School District supports the philosophy that all students can be educated in the general education environment with supplementary supports and services. Specifically, we believe that all children should be given the opportunity to be educated in their least restrictive environment to strive for individual academic, social, behavioral, and personal growth.

The Northern Lehigh School District adheres to the following:

1. Multicultural awareness is an integral part of student education
2. Ongoing staff development is essential to quality learning
3. Communication is imperative in ensuring the success of our students

#### 4. Focusing on student strengths in order to facilitate personal as well as academic growth

All teachers and paraprofessionals at Northern Lehigh School District hold a highly qualified status. Regular professional development is provided to all staff, including our paraprofessionals, who engage in 20+ hours of district training per year. These trainings focus on a variety of topics, strategies, and skills that directly relate to student achievement. At the elementary and secondary levels, the district has focused on implementing School Wide Positive Behavior Support. In addition, the district has focused on improving transition services provided to students to improve postsecondary outcomes and help guide individual curricular programming.

Northern Lehigh School District focuses on providing student education in multiple modalities to meet individual student learning needs. Currently, our district is working toward a true 1:1 student to computer/electronic device ratio. In addition, all of our classes (both general education and special education) have interactive whiteboards and interactive projectors. Students also have access to additional technology which includes Chromebooks, iPads, Nooks, etc.

The district has an effective Child Study pre-referral program in place. Through periodic meetings (approximately every 6 weeks), interventions are put into place within the general education classroom. Many of the students referred meet with success in the general education classroom. These interventions are provided within the MTSS framework and have proven effective, as evidenced by decreases in referrals for special education services. Northern Lehigh students identified during these Child Study meetings receive daily intervention/enrichment in needed areas through the MTSS framework. Students who fail to appropriately respond to the scientific and research based interventions are then referred for a special evaluation to determine their potential need for additional supports and services above which can be offered in the general education environment. At this time, the aforementioned procedures have led to increases in the percentage of students who qualify upon special education evaluation.

As Northern Lehigh School District acknowledges that learning is a life-long process, we take pride in the fact that our staff is offered routine opportunities for professional development. All of the district's faculty and paraeducators are highly qualified. Likewise, in order to foster a collaborative effort in both understanding and working towards meeting the needs of students with disabilities, we offer professional development for parents and the community. This allows staff members and parents to work cooperatively to ensure that students receive an appropriate education in the least restrictive environment. Historically, professional development opportunities have been (and will continue to be) offered through the IU, district website, on-site trainings, and online learning communities.

Northern Lehigh School District currently fully implements a school wide positive behavior support program in Slatington Elementary School. Peters Elementary, Middle School, and High School are currently implementing tier one of SWPBS and will expand to Tier three in the near future. Staff members attend the Positive Behavioral Interventions and Supports Implementers' Forum yearly to gather information on current research and practices in order to ensure the success of our

behavioral supports within our schools.

In order to proactively address special education services and ensure that student needs are being met, Northern Lehigh School District has consulted with a Board Certified Behavior Analyst. Weekly meetings are arranged with Emotional Support teachers to review student behavior concerns and develop positive behavior intervention plans. Moreover, all special education teachers routinely meet with a special education attorney to facilitate the process of writing legally defensible IEPs and consult on various special education issues/cases. Monthly meetings are held with the Director of Special Education to engage in open discussion and work towards improving effective service delivery and implementation of new programming.

In conjunction with special education trainings outlined previously, all staff receive routine professional development which has focused on inclusionary practices, meeting the needs of diverse learners in the general education environment, transition supports and services, classroom management strategies, and education relevant to multiple disability categories.

# Assurances

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## 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

*There are no facilities.*

## Least Restrictive Environment Facilities

Facility Name	Type of Facility	Type of Service	Number of Students Placed
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Northern Lehigh Middle School (IU Classroom)	Other	Multiple Disabilities Support	
Carbon Learning Adjustment School (IU Program)	Special Education Centers	Emotional Support	
Whitehall High School	Neighboring School Districts	Life Skills Support	
Behavioral Health Associates -- Packer Ridge	Other	Emotional Support	
Behavioral Health Associates -- Educare	Other	Emotional Support	
Lehigh Learning Adjustment School (IU Program)	Special Education Centers	Emotional Support	
Delaware Avenue Enhanced Autism (IU Program)	Special Education Centers	Autistic Support	
Peters Elementary MDS-B (IU program)	Other	Multiple Disabilities Support	
Northwestern Middle School (IU program)	Other	Multiple Disabilities Support	
Parkland High School (IU program)	Other	Multiple Disabilities Support	
Northern Lehigh High School (IU program)	Other	Multiple Disabilities Support	
Devereau	Other	Emotional Support	
Hoffman Homes	Other	Emotional Support	
Towamensing Elementary	Other	Emotional Support	
Lehigh Learning Academy	Other	Learning Support	
KidsPeace	Other	Emotional Support	

## Special Education Program Profile

### Program Position #1

*Operator:* School District

#### PROGRAM DETAILS

*Type:* Class

*Implementation Date:* August 29, 2016

*Reason for the proposed change:* correcting information

#### PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	15 to 17		0.15
Locations:				
Northern Lehigh Senior 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
Itinerant	Learning Support	15 to 16		0.85
Locations:				
Northern Lehigh Senior High	A Senior High School Building	A building in which General Education programs are operated		

**Program Position #2***Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* August 29, 2016*Reason for the proposed change:* change in class list**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 18		0.9
Locations:				
Northern Lehigh Senior 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
Supplemental (Less Than 80% but More Than 20%)	Learning Support	15 to 15		0.1
Locations:				
Northern Lehigh Senior High	A Senior High School Building	A building in which General Education programs are operated		

**Program Position #3***Operator:* School District**PROGRAM DETAILS***Type:* Position*Implementation Date:* December 18, 2017*Reason for the proposed change:* Increase in students**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	14 to 18		0.8
Locations:				
Northern Lehigh Senior 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
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	15 to 16		0.2
Locations:				
Northern Lehigh Senior High	A Senior High School Building	A building in which General Education programs are operated		

**Program Position #4***Operator:* School District**PROGRAM DETAILS**

*Type: Class*

*Implementation Date: August 29, 2016*

*Reason for the proposed change: In order to make room for the MDS this class had to be moved.*

**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 18		0.85
Locations:				
Northern Lehigh Senior 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
Supplemental (Less Than 80% but More Than 20%)	Learning Support	16 to 18		0.15
Locations:				
Northern Lehigh Senior High	A Senior High School Building	A building in which General Education programs are operated		

**Program Position #5**

*Operator: School District*

**PROGRAM DETAILS**

*Type: Position*

*Implementation Date: August 31, 2015*

*Reason for the proposed change: Increased enrollment*

**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 18		0.68
Locations:				
Northern Lehigh Senior 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
Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 15		0.32
Locations:				
Northern Lehigh Senior High	A Senior High School Building	A building in which General Education programs are operated		

**Program Position #6**

*Operator: School District*

**PROGRAM DETAILS**

*Type: Position*

*Implementation Date: December 18, 2017*

*Reason for the proposed change: Increase of support for students*

**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	16 to 20		0.4
Justification: To keep the students in the home district.				

Locations:				
Northern Lehigh Senior 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
Itinerant	Learning Support	18 to 18		0.1
Locations:				
Northern Lehigh Senior 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
Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	13 to 18		0.5
Justification: Exception is for keeping students in their home districts and include them into their community the district.				
Locations:				
Northern Lehigh Senior High	A Senior High School Building	A building in which General Education programs are operated		

### Program Position #7

*Operator:* School District

#### PROGRAM DETAILS

*Type:* ClassandPosition

*Implementation Date:* August 28, 2017

*Reason for the proposed change:* Current room is small and NL is implementing Read 180 which requires groups. This new room will allow for the small groups.

*Present Class Location:* 16

*Proposed Class Location:* 31

*Length of time class has been in present location:* 6 months

#### 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		0.75
Locations:				
Middle School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	12 to 13		0.25
Locations:				
Northern Lehigh Middle School	A Middle School Building	A building in which General Education programs are operated		

### Program Position #8

*Operator:* School District

#### PROGRAM DETAILS

*Type:*

*Implementation Date:*

#### PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	13 to 14		0.65
Locations:				
Northern Lehigh Middle School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	13 to 14		0.35
Locations:				
Northern Lehigh Middle School	A Middle School Building	A building in which General Education programs are operated		

**Program Position #9***Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* August 29, 2016*Reason for the proposed change:* change in classlist**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	12 to 14		0.3
Locations:				
Northern Lehigh Middle School	A Middle School Building	A building in which General Education programs are operated		

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

**Program Position #10***Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* August 29, 2016*Reason for the proposed change:* Changes in student support**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	13 to 13		0.1
Locations:				
Northern Lehigh Middle School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	13 to 14		0.6
Locations:				
Northern Lehigh Middle School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	12 to 13		0.3
Locations:				
Northern Lehigh Middle School	A Middle School Building	A building in which General Education programs are operated		

**Program Position #11***Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* August 29, 2016*Reason for the proposed change:* Change in student classlist**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	8 to 9		0.4
Locations:				
Slatington Elementary	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	8 to 9		0.6
Locations:				
Slatington Elementary	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #12***Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* August 29, 2016*Reason for the proposed change:* Change of classlist**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	11 to 12		0.68
Locations:				
Slatington Elementary	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	12 to 12		0.32
Locations:				
Slatington Elementary	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #13***Operator: School District***PROGRAM DETAILS***Type: Class**Implementation Date: August 29, 2016**Reason for the proposed change: change in classlist***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		0.88
Locations:				
Slatington Elementary	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	10 to 10		0.12
Locations:				
Slatington Elementary	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #14***Operator: School District***PROGRAM DETAILS***Type: Class**Implementation Date: August 29, 2016**Reason for the proposed change: Change in support***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		0.8
Locations:				
Slatington Elementary	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	9 to 9		0.1
Locations:				
Slatington Elementary	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	9 to 9		0.1
Locations:				
Slatington Elementary	An Elementary School	A building in which General Education		

School	Building	programs are operated		
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**Program Position #15***Operator: School District***PROGRAM DETAILS***Type: Class**Implementation Date: August 29, 2016**Reason for the proposed change: change in classlist***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	9 to 12		0.88
Locations:				
Slatington Elementary	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	9 to 9		0.12
Locations:				
Slatington Elementary	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #16***Operator: School District***PROGRAM DETAILS***Type: Class**Implementation Date: October 20, 2016**Reason for the proposed change: Student enrolled with Itinerant Life Skills Support need***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 8		0.75
Locations:				
Peters Elementary	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Life Skills Support	7 to 7		0.25
Locations:				
Peters Elementary	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #17***Operator: School District***PROGRAM DETAILS***Type: Class**Implementation Date: September 12, 2016*

*Reason for the proposed change: change in caseload*

**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	5 to 8		1
Locations:				
Peters Elementary	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #18**

*Operator: School District*

**PROGRAM DETAILS**

*Type:*

*Implementation Date:*

**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	5 to 8		0.45
Locations:				
Peters Elementary	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	5 to 8		0.55
Locations:				
Peters Elementary	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #19**

*Operator: Outside Contractor for the School District*

**PROGRAM DETAILS**

*Type:*

*Implementation Date:*

**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	5 to 8		1
Locations:				
Peters Elementary	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #20**

*Operator: Outside Contractor for the School District*

**PROGRAM DETAILS**

*Type: Class*

*Implementation Date: August 21, 2017*

*Reason for the proposed change:* Changed caseload so therapist only traveled to two buildings

**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	8 to 13		0.95
Justification: Speech therapist pulls students into sessions by age/grade level -- not to exceed 3-year age range				
Locations:				
Slatington Elementary	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	13 to 13		0.05
Locations:				
Northern Lehigh Middle School	A Middle School Building	A building in which General Education programs are operated		

**Program Position #21**

*Operator:* Outside Contractor for the School District

**PROGRAM DETAILS**

*Type:* Class

*Implementation Date:* August 21, 2017

*Reason for the proposed change:* Change in caseload

**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	15 to 19		0.25
Locations:				
Northern Lehigh Senior 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
Itinerant	Speech and Language Support	9 to 12		0.75
Locations:				
Slatington Elementary	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #22**

*Operator:* Intermediate Unit

**PROGRAM DETAILS**

*Type:* Class

*Implementation Date:* August 29, 2016

*Reason for the proposed change:* Only need to report the NL student within the class.

**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Multiple Disabilities Support	17 to 17		1

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

**Program Position #23***Operator:* Intermediate Unit**PROGRAM DETAILS***Type:* Class*Implementation Date:* August 21, 2017*Reason for the proposed change:* Only have to report NL student within this class**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Multiple Disabilities Support	15 to 15		1
Locations:				
Northern Lehigh Middle School	A Middle School Building	A building in which General Education programs are operated		

**Program Position #25***Operator:* Intermediate Unit**PROGRAM DETAILS***Type:* Class*Implementation Date:* August 21, 2017*Reason for the proposed change:* Only have to report NL students within this class**PROGRAM SEGMENTS**

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

**Program Position #26***Operator:* School District**PROGRAM DETAILS***Type:* ClassandPosition*Implementation Date:* August 17, 2015*Reason for the proposed change:* change in classlist**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	10 to 12		1
Justification: Northern Lehigh is a small district. Ours students are currently traveling sometimes 55 minutes to IU 21 classes. The students LRE would be better served in their community in a smaller class of their peers.				
Locations:				
Slatington Elementary	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #27**

Operator: School District

**PROGRAM DETAILS**

Type: Class

Implementation Date: August 21, 2017

Reason for the proposed change: Level of support was decreased for some students

**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	18 to 18		0.15
Locations:				
Northern Lehigh Senior High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Emotional Support	16 to 16		0.15
Locations:				
Northern Lehigh Senior High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	17 to 20		0.7
Locations:				
Northern Lehigh High School	A Senior High School Building	A building in which General Education programs are operated		

## Special Education Support Services

Support Service	Location	Teacher FTE
Director of Special Education	District Office	1
School Psychologist	District Office	2
Nursing Services	All School District Buildings	5
Paraprofessionals	All School District Buildings	21
Special Education Secretary	District Office	1.5

## Special Education Contracted Services

Special Education Contracted Services	Operator	Amt of Time per Week
Speech and Language Therapist	Outside Contractor	5 Days
Speech and Language Therapist	Outside Contractor	5 Days
Speech and Language Therapist	Outside Contractor	4 Days
Certified Behavioral Analyst	Outside Contractor	1 Days

Occupational Therapist	Outside Contractor	5 Days
Physical Therapist	Intermediate Unit	1 Days

# District Level Plan

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## Special Education Personnel Development

### Autism

<b>Description</b>	Teachers, paraprofessionals, parents, and building administration will receive training in relation to characteristics of Autism. Training will focus on effective strategies for working with these students to improve classroom management and increase inclusive practices.
<b>Person Responsible</b>	Director of Special Education
<b>Start Date</b>	7/1/2018
<b>End Date</b>	6/30/2021
<b>Program Area(s)</b>	Special Education

### Professional Development Details

<b>Hours Per Session</b>	5.0
<b># of Sessions</b>	2
<b># of Participants Per Session</b>	160
<b>Provider</b>	Carbon Lehigh Intermediate Unit and PATTAN
<b>Provider Type</b>	IU
<b>PDE Approved</b>	Yes
<b>Knowledge Gain</b>	Research based instructional strategies to use with students diagnosed with Autism.
<b>Research &amp; Best Practices Base</b>	Research based interventions
<b>For classroom teachers, school counselors and education specialists</b>	<p>Enhances the educator's content knowledge in the area of the educator's certification or assignment.</p> <p>Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.</p> <p>Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.</p> <p>Empowers educators to work effectively with parents and community partners.</p>

<b>For school or LEA administrators, and other educators seeking leadership roles</b>	<p>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.</p> <p>Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.</p> <p>Instructs the leader in managing resources for effective results.</p>
<b>Training Format</b>	<p>LEA Whole Group Presentation Series of Workshops</p>
<b>Participant Roles</b>	<p>Classroom teachers Principals / Asst. Principals School counselors Paraprofessional Classified Personnel Parents</p>
<b>Grade Levels</b>	<p>Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)</p>
<b>Follow-up Activities</b>	<p>Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers</p> <p>Peer-to-peer lesson discussion</p>
<b>Evaluation Methods</b>	<p>Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.</p> <p>Classroom student assessment data</p>

## Behavior Support

<b>Description</b>	<p>Continue to implement School-Wide Positive Behavior Support throughout the buildings and expand all three tiers. This program has been implemented in grades k-12. The middle school, high school and primary elementary</p>
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	buildings are implementing tier two this year. During the 2018-19 school year the high school will begin to implement tier three. The program will be fully implemented in all buildings in 2019.
<b>Person Responsible</b>	Administration and SWPBS team leader
<b>Start Date</b>	7/1/2018
<b>End Date</b>	6/30/2021
<b>Program Area(s)</b>	Professional Education, Special Education

### Professional Development Details

<b>Hours Per Session</b>	1.0
<b># of Sessions</b>	5
<b># of Participants Per Session</b>	128
<b>Provider</b>	Carbon Lehigh Intermediate Unit and building administration
<b>Provider Type</b>	School Entity
<b>PDE Approved</b>	Yes
<b>Knowledge Gain</b>	Teachers will gain positive behavior support strategies to utilize in their classrooms. The staff will also support SWPBS through consistency by having regular refresher training during faculty meetings. Reviewing the SWIS data on a regular basis will provide feedback.
<b>Research &amp; Best Practices Base</b>	SWPBS is a research based practice supported by PDE.
<b>For classroom teachers, school counselors and education specialists</b>	<p>Enhances the educator's content knowledge in the area of the educator's certification or assignment.</p> <p>Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.</p> <p>Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.</p> <p>Empowers educators to work effectively with parents and community partners.</p>
<b>For school or LEA administrators, and other educators seeking leadership roles</b>	<p>Provides leaders with the ability to access and use appropriate data to inform decision-making.</p> <p>Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.</p> <p>Instructs the leader in managing resources for effective results.</p>

<b>Training Format</b>	School Whole Group Presentation
<b>Participant Roles</b>	Classroom teachers Principals / Asst. Principals School counselors Paraprofessional Classified Personnel New Staff Other educational specialists Related Service Personnel
<b>Grade Levels</b>	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
<b>Follow-up Activities</b>	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 Lesson modeling with mentoring
<b>Evaluation Methods</b>	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. Classroom student assessment data Review of participant lesson plans SWIS (School Wide Information System)

## Paraprofessional

<b>Description</b>	Paraprofessionals will demonstrate increased knowledge in verbal de-escalation strategies and related issues for students with disabilities. They will be able to better meet the needs of these students in all areas of the curriculum.
<b>Person Responsible</b>	Director of Special Education
<b>Start Date</b>	8/21/2018
<b>End Date</b>	6/30/2021

<b>Program Area(s)</b>	Special Education
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### Professional Development Details

<b>Hours Per Session</b>	3.0
<b># of Sessions</b>	7
<b># of Participants Per Session</b>	20
<b>Provider</b>	School District and PATTAN
<b>Provider Type</b>	School Entity
<b>PDE Approved</b>	Yes
<b>Knowledge Gain</b>	Topics include but are not limited to verbal de-escalation, behavior management strategies, personal health and safety, and disability specific characteristics and strategies.
<b>Research &amp; Best Practices Base</b>	Research based interventions will be used
<b>For classroom teachers, school counselors and education specialists</b>	Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.
<b>For school or LEA administrators, and other educators seeking leadership roles</b>	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. Instructs the leader in managing resources for effective results.
<b>Training Format</b>	LEA Whole Group Presentation Series of Workshops Online-Asynchronous
<b>Participant Roles</b>	Paraprofessional
<b>Grade Levels</b>	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)

<b>Follow-up Activities</b>	<p>Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers</p> <p>Peer-to-peer lesson discussion</p> <p>Lesson modeling with mentoring</p>
<b>Evaluation Methods</b>	<p>Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.</p>

### Reading NCLB #1

<b>Description</b>	Implementation of a research based reading program, Read 180 Universal in K-12 with an integrated system for monitoring student progress.
<b>Person Responsible</b>	Director of Special Education and Assistant Superintendent
<b>Start Date</b>	7/1/2018
<b>End Date</b>	6/30/2021
<b>Program Area(s)</b>	Professional Education, Special Education

### Professional Development Details

<b>Hours Per Session</b>	6.5
<b># of Sessions</b>	6
<b># of Participants Per Session</b>	25
<b>Provider</b>	Read 180 Instructor
<b>Provider Type</b>	For Profit Company
<b>PDE Approved</b>	Yes
<b>Knowledge Gain</b>	Consistency in the implementation of a district wide reading series coupled with standardized measures to assess student progress.
<b>Research &amp; Best Practices Base</b>	To maximize the potential for student gains through the use of a research based curriculum.
<b>For classroom teachers, school counselors and education specialists</b>	<p>Enhances the educator's content knowledge in the area of the educator's certification or assignment.</p> <p>Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.</p> <p>Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional</p>

	<p>decision-making.</p> <p>Empowers educators to work effectively with parents and community partners.</p>
<b>For school or LEA administrators, and other educators seeking leadership roles</b>	<p>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.</p> <p>Provides leaders with the ability to access and use appropriate data to inform decision-making.</p> <p>Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.</p> <p>Instructs the leader in managing resources for effective results.</p>
<b>Training Format</b>	<p>Series of Workshops</p> <p>Department Focused Presentation</p> <p>Professional Learning Communities</p>
<b>Participant Roles</b>	<p>Classroom teachers</p> <p>Paraprofessional</p> <p>New Staff</p>
<b>Grade Levels</b>	<p>Elementary - Primary (preK - grade 1)</p> <p>Elementary - Intermediate (grades 2-5)</p> <p>Middle (grades 6-8)</p> <p>High (grades 9-12)</p>
<b>Follow-up Activities</b>	<p>Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers</p> <p>Analysis of student work, with administrator and/or peers</p> <p>Peer-to-peer lesson discussion</p> <p>Lesson modeling with mentoring</p>
<b>Evaluation Methods</b>	<p>Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.</p> <p>Student PSSA data</p> <p>Standardized student assessment data other than the PSSA</p> <p>Classroom student assessment data</p>

	<p>Review of participant lesson plans</p> <p>Progress monitoring through the Read 180 dashboard</p>
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## Transition

<b>Description</b>	Activities will include instruction on improved documentation, enhanced focus of transition grid descriptors, and indicator 13 refresher. Parent and staff training workshops will be held with emphasis on the PA Youth Leadership Network and how to create a PATH to employment. Transition and Inter Agency collaboration will be a focus. These connections will allow for more paid work experiences as well as possible employment.
<b>Person Responsible</b>	Director of Special Education
<b>Start Date</b>	8/21/2018
<b>End Date</b>	6/30/2021
<b>Program Area(s)</b>	Special Education, Student Services

## Professional Development Details

<b>Hours Per Session</b>	1.0
<b># of Sessions</b>	12
<b># of Participants Per Session</b>	25
<b>Provider</b>	Northern Lehigh School District and IU 21
<b>Provider Type</b>	School Entity
<b>PDE Approved</b>	Yes
<b>Knowledge Gain</b>	Staff will increase their knowledge of transition goal writing and grid activities. They will gain knowledge of the area programs to help students access on the job soft skills training while being paid to work. Staff learn ways to connect with agencies and parents. This connection will help guide students in a smooth transition to post secondary life.
<b>Research &amp; Best Practices Base</b>	Indicator 13 Session: Federal requirements for Individualized Education Programs (IEPs) for students ages 14 and older
<b>For classroom teachers, school counselors and education specialists</b>	<p>Enhances the educator's content knowledge in the area of the educator's certification or assignment.</p> <p>Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.</p> <p>Empowers educators to work effectively with parents and</p>

	community partners.
<b>For school or LEA administrators, and other educators seeking leadership roles</b>	<p>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.</p> <p>Provides leaders with the ability to access and use appropriate data to inform decision-making.</p> <p>Instructs the leader in managing resources for effective results.</p>
<b>Training Format</b>	<p>Series of Workshops</p> <p>Department Focused Presentation</p>
<b>Participant Roles</b>	<p>Classroom teachers</p> <p>School counselors</p> <p>Classified Personnel</p> <p>New Staff</p> <p>Parents</p>
<b>Grade Levels</b>	<p>Middle (grades 6-8)</p> <p>High (grades 9-12)</p>
<b>Follow-up Activities</b>	<p>Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers</p> <p>Peer-to-peer lesson discussion</p>
<b>Evaluation Methods</b>	<p>Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.</p> <p>Review of participant lesson plans</p> <p>Review of written reports summarizing instructional activity</p> <p>Indicator 13</p>

# Special Education Affirmations

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

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

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

*No signature has been provided*

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*Board President*

*No signature has been provided*

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*Superintendent/Chief Executive Officer*