

Northern Lehigh SD
Special Education Plan Report
07/01/2014 - 06/30/2017

District Profile

Demographics

1201 Shadow Oaks Ln
 Slatington, PA 18080
 (610)767-9800
 Superintendent: Michael Michaels
 Director of Special Education: Michele Dotta

Planning Committee

Name	Role
Michele Dotta	Administrator
Shelly Long	Parent
Gene Marks	Ed Specialist - School Psychologist
Suzanne Mengel	Ed Specialist - School Counselor
Karen Nicholas	Administrator
Scott Pyne	Administrator
Regina Wehr	Elementary School Teacher - Regular Education
Ellen Jane Yenser	Secondary School Teacher - Special Education

Core Foundations

Special Education

Special Education Students

Total students identified: 311

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 the parent request or through school referral, the psychologist begins to collect data. Parent and teacher input is collected, the psychologist reviews all records, including report cards, DIBELs, AIMSweb, Study Island, 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, standardized academic and cognitive assessments are administered. After reviewing and analyzing all data, it is determined if the student is achieving adequately for his/her age and meeting state-approved grade level standards and 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: <http://penndata.hbg.psu.edu/BSEReports>

According to the State Performance Plan there is no disproportionate data.

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?

There are no facilities within our district which house non-resident students.

Incarcerated Students Oversight

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

There are no correctional institutions located within the school district.

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 aids 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 Programs 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 and speech and language therapy are contracted with the IU. The district contracts speech and language services from Pediatric Therapeutic Services.

Learning Support Staff from K-6 have been trained in Direct Instruction Reading and the new E-Visions interactive math program. Both special education and regular education staff collaborate to provide supplemental aides and services as well as standards aligned curriculum.

Our 3-6 building has implemented the SWPBS program and was recognized in Hershey for delivering the program with fidelity. The 3-6 building has seen a steady decrease in behavioral referrals. Since implementation of the program in 2013-2014 the middle school as well as the primary building have begun the tier one training of SWPBS. The high school will begin training in 2014-2015. SWPBS will be fully implemented district wide in 2016-2017. Northern Lehigh has also contracted with a Board Certified Behavior Analyst one day per week. This service has proven invaluable by providing both guidance to our emotional support teachers and providing Independent Functional Behavioral Assessments. Starting in 2014 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. Northern Lehigh School District has made a commitment to increase inclusionary practices for all students with disabilities.

Upon analysis of Indicator 5 data from the SPP state averages, Northern Lehigh needs to continue to increase Least Restrictive Environment times. However, comparison of 2011-2012 data to 2012-2013 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. We have decreased the percentage of students who are educated in programs outside of Northern Lehigh. This shows the dedication to programs and trainings that Northern Lehigh has for least restrictive environments and the continued support of the emotional support program.

Behavior Support Services

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

A team of staff from Peters Elementary 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 2012-2013 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 and the Middle School implemented Tier 1/Universal SWPBS beginning in the 2013-2014 school year. The SWPBS team also participated in additional trainings regarding Tiers 2 and 3 during the 2013-2014 school year. The SWPBS team at both 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, increase or modify 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 Problem-Solving Team, who conducts brief Functional Behavioral Assessments (FBA) in order to develop individual Positive Behavior Intervention Plans (BIP). Northern Lehigh School District plans to extend the SWPBS model district-wide by the 2015-16 school year. The planning stages of this program involve tiered training to both develop the program and determine the need for revisions following implementation. Our district updated our Behavior Support Policy in October 2013. Northern Lehigh School District's School Psychologist as well as the Safety Coordinator were trained to become on-site trainers in Non-violent Crisis Intervention (NCI). They will begin training all teachers, paraprofessionals and building administrators in verbal deescalation techniques as well as non-violent physical crisis intervention. The district will have all paraprofessionals, regular education teachers, special education teachers, and administrators trained in NCI by 2016. The staff will be scheduled to recertify every two years in order to maintain knowledge of the strategies through refreshers and reviews.

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. Often

the behaviors impede successful continuation within the programs, and coordination with mental health agencies are helpful in supporting such students.

Emotional Support students at the Middle and High School 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. Through the use of learning 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.

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. Our district currently boasts nearly a 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 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 RtII framework and have proven effective, as evidenced by decreases in referrals for special education services. 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.

Assurances

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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Lehigh Learning Academy	Other	Emotional Support	2
Weisenberg Elementary	Neighboring School Districts	Multidisabilities Support	2
SS Palmer Elementary	Neighboring School Districts	Life Skills Support	1
Northern Lehigh Middle School (IU Classroom)	Other	Multidisabilities Support	2
Zephyr Elementary	Neighboring School Districts	Life Skills Support	1
Kratzer Elementary	Neighboring School Districts	Multidisabilities Support	1
Behavioral Health Associates	Other	Emotional Support	1
Whitehall Middle School	Neighboring School Districts	Life Skills Support	3
Carbon Learning Adjustment School (IU Program)	Special Education Centers	Emotional Support	3
Whitehall High School	Neighboring School Districts	Life Skills Support	3
Behavioral Health Associates -- Packer Ridge	Other	Emotional Support	1
Behavioral Health Associates -- Educare	Other	Emotional Support	1
Lehigh Learning Adjustment School (IU Program)	Special Education Centers	Emotional Support	1
Delaware Avenue Enhanced Autism (IU Program)	Special Education Centers	Autistic Support	1
Carbon County Technical Institute	Neighboring School Districts	Life Skills Support	2
Palmerton Alternative Education (IU Program)	Special Education Centers	Emotional Support	2

Special Education Program Profile

Program Position #1

Operator: School District

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Northern Lehigh Senior High	A Senior High School Building	A special education Center in which no general education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 18	3	0.5
Northern Lehigh	A Senior	A special	Itinerant	Learning	14 to	12	0.5

Senior High	High School Building	education Center in which no general education programs are operated		Support	18		
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Program Position #2*Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Northern Lehigh Senior High	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Emotional Support	18 to 18	1	0.1
Northern Lehigh Senior High	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	14 to 18	7	0.4
Northern Lehigh Senior High	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 18	6	0.5

Program Position #3*Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Northern Lehigh Senior High	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Emotional Support	14 to 18	13	0.5
Northern Lehigh Senior High	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Emotional Support	15 to 15	1	0.5

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

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Northern Lehigh Senior High	A Senior High	A building in which General	Itinerant	Learning Support	14 to 17	9	0.5

	School Building	Education programs are operated					
Northern Lehigh Senior High	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 17	6	0.5

Program Position #5*Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Northern Lehigh Senior High	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	15 to 18	4	0.5
Northern Lehigh Senior High	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	15 to 18	10	0.5

Program Position #6*Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Northern Lehigh Senior High	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	16 to 18	8	1

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

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Northern Lehigh Middle School	A Middle School Building	A building in which General Education programs are operated	Itinerant	Learning Support	13 to 15	2	0.25
Northern Lehigh Middle School	A Middle School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	13 to 15	9	0.75

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

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Northern Lehigh Middle School	A Middle School Building	A building in which General Education programs are operated	Itinerant	Learning Support	12 to 13	5	0.5
Northern Lehigh Middle School	A Middle School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	12 to 13	4	0.5

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

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Northern Lehigh Middle School	A Middle School Building	A building in which General Education programs are operated	Itinerant	Learning Support	13 to 14	4	0.5
Northern Lehigh Middle School	A Middle School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	13 to 14	3	0.5

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

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Northern Lehigh Middle School	A Middle School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Emotional Support	12 to 13	3	0.5
Northern Lehigh Middle School	A Middle School Building	A building in which General Education programs are operated	Itinerant	Emotional Support	12 to 13	5	0.5

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

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Slatington Elementary	An Elementary School Building	A building in which General Education	Itinerant	Learning Support	8 to 9	2	0.25

		programs are operated					
Slatington Elementary	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	8 to 9	11	0.75

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

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Slatington Elementary	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	11 to 12	15	0.9
Slatington Elementary	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	12 to 12	1	0.1

Program Position #13*Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Slatington Elementary	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	10 to 11	7	0.75
Slatington Elementary	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	10 to 10	1	0.25

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

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Slatington Elementary	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	9 to 10	4	1

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

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Slatington Elementary	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	8 to 12	6	0.35
Justification: Students are in sessions by grade/age level -- not to exceed 3-year age range							
Slatington Elementary	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	8 to 12	3	0.1
Justification: Students are in sessions by grade/age level -- not to exceed 3-year age range							
Slatington Elementary	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Emotional Support	8 to 12	2	0.1
Justification: Students are in sessions by grade/age level -- not to exceed 3-year age range							
Slatington Elementary	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Emotional Support	8 to 12	2	0.2
Justification: Students are in sessions by grade/age level -- not to exceed 3-year age range							
Slatington Elementary	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Autistic Support	8 to 12	2	0.25
Justification: Students are in sessions by grade/age level -- not to exceed 3-year age range							

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

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Peters Elementary	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	5 to 7	7	1

Program Position #17*Operator: School District*

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Peters Elementary	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Emotional Support	5 to 7	11	1

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

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Peters Elementary	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	7 to 8	2	0.5
Peters Elementary	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	7 to 8	3	0.5

Program Position #19*Operator:* Outside Contractor for the School District**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Peters Elementary	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	5 to 8	32	1

Program Position #20*Operator:* Outside Contractor for the School District**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Slatington Elementary	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	8 to 12	33	1

Justification: Speech therapist pulls students into sessions by age/grade level -- not to exceed 3-year age range

Program Position #21*Operator:* Outside Contractor for the School District**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Northern Lehigh Middle School	A Middle School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	12 to 14	7	0.2
Northern Lehigh Senior High	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	15 to 15	1	0.1
Slatington Elementary	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	9 to 10	2	0.2

Program Position #22*Operator:* Intermediate Unit**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Northern Lehigh Senior High	A Senior High School Building	A building in which General Education programs are operated	Full-Time Special Education Class	Multiple Disabilities Support	16 to 19	5	1

Program Position #23*Operator:* Intermediate Unit**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Northern Lehigh Middle School	A Middle School Building	A building in which General Education programs are operated	Full-Time Special Education Class	Multiple Disabilities Support	12 to 15	8	1

Program Position #24*Operator:* Intermediate Unit**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Slatington Elementary	An Elementary School Building	A building in which General Education programs are operated	Full-Time Special Education Class	Multiple Disabilities Support	8 to 11	3	1

Program Position #25*Operator:* Intermediate Unit**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Peters Elementary	An Elementary School Building	A building in which General Education programs are operated	Full-Time Special Education Class	Multiple Disabilities Support	5 to 7	5	1

Special Education Support Services

Support Service	Location	Teacher FTE
Director of Special Education	District Office	1
School Psychologist	District Office	1.5
Nursing Services	All School District Buildings	4
Paraprofessionals	All School District Buildings	22
Special Education Secretary	District Office	1.5

Special Education Contracted Services

Special Education Contracted Services	Operator	Amt of Time per Week
Occupational Therapist	Intermediate Unit	5 Days
Nurse	Outside Contractor	10 Hours
Speech and Language Therapist	Outside Contractor	5 Days
Speech and Language Therapist	Outside Contractor	4 Days
Speech and Language Therapist	Outside Contractor	2 Days
Certified Behavioral Analyst	Outside Contractor	1 Days

District Level Plan

Special Education Personnel Development

Autism

Description	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.
Person Responsible	Director of Special Education
Start Date	8/25/2014
End Date	6/30/2017
Program Area(s)	Special Education

Professional Development Details

Hours Per Session	6.5
# of Sessions	3
# of Participants Per Session	160
Provider	Carbon Lehigh Intermediate Unit and PATTAN
Provider Type	IU
PDE Approved	Yes
Knowledge Gain	Research based instructional strategies to use with students diagnosed with Autism.
Research & Best Practices Base	Research based interventions
For classroom teachers, school counselors and education specialists	<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>

For school or LEA administrators, and other educators seeking leadership roles	<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>
Training Format	<p>LEA Whole Group Presentation Series of Workshops</p>
Participant Roles	<p>Classroom teachers Principals / Asst. Principals School counselors Paraprofessional Classified Personnel Parents</p>
Grade Levels	<p>Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)</p>
Follow-up Activities	<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>
Evaluation Methods	<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

Description	<p>Successful implementaion of School-Wide Positive Behavior Support. This program has been implemented in grades 3-6. Currently the middle school and primary elementary buildings are beginning to implement tier one this year.</p>
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	During the 2014-15 school year the high school will begin the planning phase for SWPBS. The program will be implemented during the 2015-16 school year.
Person Responsible	Administration and SWPBS team leader
Start Date	7/31/2014
End Date	6/1/2017
Program Area(s)	Special Education

Professional Development Details

Hours Per Session	7.0
# of Sessions	7
# of Participants Per Session	45
Provider	Carbon Lehigh Intermediate Unit
Provider Type	IU
PDE Approved	Yes
Knowledge Gain	This is an optional narrative for Special Education.
Research & Best Practices Base	SWPBS is a research based practice supported by PDE.
For classroom teachers, school counselors and education specialists	<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>
For school or LEA administrators, and other educators seeking leadership roles	<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>
Training Format	Series of Workshops

Participant Roles	Classroom teachers Principals / Asst. Principals School counselors Paraprofessional Classified Personnel New Staff Other educational specialists Related Service Personnel
Grade Levels	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
Follow-up Activities	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
Evaluation Methods	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

Description	Paraprofessionals will demonstrate increased knowledge in verbal deescalation 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.
Person Responsible	Director of Special Education
Start Date	8/25/2014
End Date	6/30/2017
Program Area(s)	Special Education

Professional Development Details

Hours Per Session	6.0
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# of Sessions	12
# of Participants Per Session	22
Provider	School District and PATTAN
Provider Type	School Entity
PDE Approved	Yes
Knowledge Gain	Topics include but are not limited to verbal deescalation, behavior management strategies, personal health and safety, and disability specific characteristics and strategies.
Research & Best Practices Base	This is an optional narrative for Special Education.
For classroom teachers, school counselors and education specialists	Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.
For school or LEA administrators, and other educators seeking leadership roles	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.
Training Format	LEA Whole Group Presentation Series of Workshops Online-Asynchronous
Participant Roles	Paraprofessional
Grade Levels	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
Follow-up Activities	Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers Peer-to-peer lesson discussion Lesson modeling with mentoring

Evaluation Methods	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.

Reading NCLB #1

Description	Implementation of a research based reading program in K-12 with an integrated system for monitoring student progress.
Person Responsible	Director of Special Education and Assistant Superintendent
Start Date	3/1/2015
End Date	6/11/2017
Program Area(s)	Special Education

Professional Development Details

Hours Per Session	6.5
# of Sessions	4
# of Participants Per Session	18
Provider	Reading program publisher to be determined
Provider Type	For Profit Company
PDE Approved	Yes
Knowledge Gain	Consistency in the implementation of a district wide reading series coupled with standardized measures to assess student progress.
Research & Best Practices Base	To insure maximize the potential for student gains through the use of a research based curriculum.
For classroom teachers, school counselors and education specialists	<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>

<p>For school or LEA administrators, and other educators seeking leadership roles</p>	<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>
<p>Training Format</p>	<p>Series of Workshops Department Focused Presentation Professional Learning Communities</p>
<p>Participant Roles</p>	<p>Classroom teachers Paraprofessional New Staff Parents</p>
<p>Grade Levels</p>	<p>Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)</p>
<p>Follow-up Activities</p>	<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>
<p>Evaluation Methods</p>	<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>

Transition

Description	Transition activities will be targeted through the implementation of SMART transition. Activities will include improved documentation, enhanced focus of transition grid descriptors, and indicator 13 refresher. Parent and staff training workshops will be held with emphasis on the SMART transition, PA Youth Leadership Network and how to create a PATH to employment. Improvements will be evidenced by the State Performance Plan and inclusion of improved transition documentation in IEP's.
Person Responsible	Director of Special Education
Start Date	7/1/2014
End Date	6/30/2017
Program Area(s)	Special Education

Professional Development Details

Hours Per Session	3.0
# of Sessions	6
# of Participants Per Session	20
Provider	Northern Lehigh School District and IU 21
Provider Type	School Entity
PDE Approved	Yes
Knowledge Gain	Indicator 13 and 14 refresher
Research & Best Practices Base	Indicator 13 Session: Federal requirements for Individualized Education Programs (IEPs) for students ages 14 and older
For classroom teachers, school counselors and education specialists	<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 community partners.</p>
For school or LEA administrators, and other educators seeking leadership roles	<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>

	Instructs the leader in managing resources for effective results.
Training Format	Series of Workshops
Participant Roles	School counselors Classified Personnel New Staff Parents
Grade Levels	Middle (grades 6-8) High (grades 9-12)
Follow-up Activities	Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers Peer-to-peer lesson discussion
Evaluation Methods	Indicator 13 and 14

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.

No signature has been provided

Board President

No signature has been provided

Chief School Administrator