
Pennsylvania Department of Education



COMMONWEALTH OF PENNSYLVANIA
DEPARTMENT OF EDUCATION
333 MARKET STREET
HARRISBURG, PA 17126-0333

Special Education Report **Wednesday, May 15, 2008**

Entity: Northern Lehigh SD
Address: 1201 Shadow Oaks Ln
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Phone: (610) 767-9800
Contact Name: Laurie Newman-Mankos

School District Demographics

School District	IU #	Superintendent	# of Bldgs	Total Enrollment	Total Unduplicated SES Students
Northern Lehigh SD	Carbon-Lehigh IU 21	Dr. Nicholas P. Sham	4	2070	297

District Special Education Contact:

Name	Title	Phone	Fax	Email
Laurie Newman-Mankos	Director of Special Education	610-767-9858	610-767-9826	lnewman@nlsd.org

Special Education Plan Team Members

Name	Affiliation	Membership Category	Appointed By
Dawn Wadsworth	District	Ed Specialist - School Psychologist	Self
Ellen Jane Yenser	District	Special Education Teacher	Team
Gary Fedorcha	Greater Northern Lehigh Chamber of Commerce	Community Representative	Self
Heather Rehrig	District	Ed Specialist - School Psychologist	Self
Laurie Newman-Mankos	District	Administrator	Self
Lynne Fedorcha	District	Administrator	Self
Nicholas P. Sham	District	Administrator	Self
Kori Dibilio	District	Regular Education Teacher	Team
Jill Chamberlain	District	Administrator	Team
Karen Nicholas	District	Administrator	Team
Linda Marcincin	District	Administrator	Team
Aileen Yadush	District	Administrator	Team
Rebecca Haas	District	Parent	Team

Program Evaluation (P.L. 105-17, §612(2) and §613(a))

Current Program Strengths and Highlights

The Northern Lehigh School District's special education services and programs for students with disabilities have diverse and varied strengths. The following summarizes the highlights of our special education program and the Northern Lehigh School District as it relates to our students with disabilities:

- *The Northern Lehigh School District offers a nurturing, supportive environment for all students with disabilities.*

- *Throughout the district (K-12), special education teachers provide research-based strategies to the regular education teachers, ensuring success for our students with IEPs as well as assisting teachers to support our regular education students who are struggling in the general education curriculum.*
- *The Reading Apprenticeship Framework is embedded in every classroom (5th through 12th grades) throughout the district, ensuring success for all students in our district across the curriculum.*
- *The Northern Lehigh School District is fortunate to have among its teaching staff seasoned and experienced veteran teachers, as well as newer and younger teachers. All groups provide the special education department with innovative and research-based teaching practices. Additionally, our entire teaching staff (K-12) has obtained the Highly Qualified Teaching status from the Pennsylvania Department of Education (PDE).*
- *Our special education teachers maintain open and supportive communication with the parents of their students in order to ensure success for all children and parent participation in IEP meetings is generally positive and meaningful.*
- *All students with disabilities are encouraged to participate in meaningful and ample extracurricular activities throughout the district.*
- *The Northern Lehigh School District is fortunate to offer full-day kindergarten to all students in the district at our K-2 Peters Elementary school building.*
- *There is a full-continuum of services for our identified students within the district, including; Learning Support in all four of our district buildings, Life Skills Support in our K-2 and 3-6 elementary buildings, and Emotional Support for our secondary students at the High School.*
- *Our Tiered System of Intervention and practice of using scientifically-based practices in identifying students with disabilities and providing intervention allows greater numbers of students to remain in the least restrictive environment. Additionally, providing personal care assistant (PCAs), for many of our children allows us to keep our students in the least restrictive environment (LRE) whenever and wherever appropriate.*

- *High school students (9-12) are fortunate to be afforded the opportunity to participate in the Lehigh Career and Technical Institute where they can explore careers in diverse fields of study.*
- *Secondary students have the opportunity to experience work-based learning opportunities throughout Lehigh, Northampton and Carbon counties. Work-based learning is supervised by the Carbon Lehigh Intermediate Unit #21.*
- *Due to the flexibility of block scheduling, we are able to adjust our senior high school schedule to accommodate our secondary students with disabilities.*
- *The Northern Lehigh School District operates an early childhood program at our Peters Elementary building. This program is in partnership with the federally operated program, Headstart, and is part of the state initiative, PreKCounts. Three and four year-olds from low income families in the Northern Lehigh community are eligible to participate.*
- *The district provides counseling/therapy from outside agencies (e.g., Valley Youth House, Florence-Child Guidance, Center for Humanistic Change, etc.) to our students with disabilities on an as needed basis.*
- *Positive relationship and linkage with community-based services and agencies such as Lehigh County Mental Health, Office of Vocational Rehabilitation, Provider 50, Lehigh County Office of Children and Youth .*
- *For the 2006-2007 school year, the graduation rate for students with IEPs was 94%.*
- *For the 2006-2007 school year, the district met the State Performance Plan Targets for all LRE goals.*

Identifying Students with Learning Disabilities

The Northern Lehigh School District will utilize a Response to Intervention framework for identifying those students who may require an evaluation to determine eligibility for specially

designed instruction under the classification of specific learning disability for grades K-6. At the secondary level, the district will continue to utilize a discrepancy model but will strive toward a Response to Intervention Model up to and including grade twelve.

From K-6, the district's response to intervention model consists of the following components: 1) universal screening of all students utilizing formative assessments; 2) differentiated instruction within the regular classroom; 3) the use of standard protocol interventions and research based instruction; 4) analysis of data to make appropriate instructional decisions; 5) problem-solving on a system, classroom, and individual student level; and 6) use of existing personnel that include regular classroom, remedial education, special education, and paraprofessionals to intervene with all children.

The district has implemented comprehensive universal screening and progress monitoring, which is norm-referenced, criterion-referenced, and formative. The assessment program includes benchmark, as well as progress monitoring assessments conducted by the classroom teacher and other staff. The district psychologists are responsible for overseeing the data collection process and for disseminating data to staff. The staff review formative assessment data (curriculum-based) and collaborate with colleagues to make data-based instructional decisions.

The district's Response to Intervention framework is a multi-tier assessment and intervention model that is designed to be prevention-oriented. Each tier provides a greater degree of intensive and supportive intervention and assessment in response to student need. Tier I includes the core curriculum that is delivered to all students and includes differentiated instruction delivered in a small group format. Supplemental intervention offers small group instruction, previewing/reviewing of content, a higher degree of corrective feedback, more time on difficult tasks, teaching to mastery, increased opportunities to respond, and more frequent progress monitoring. This is delivered in conjunction with the core curriculum. Students with more significant needs are provided intervention which is more intensive and of longer duration and may include specially-designed instruction. Regular education, remedial education, and special education are working together as a unified team, with the same goal — to ensure that all students can learn and reach a level of proficiency.

Data analysis is conducted on different levels. After each benchmark assessment (three times per year), grade level meetings are scheduled to analyze grade level skill patterns. Goals are set and research based instructional strategies are selected to be implemented. These teams consist of regular education teachers, interventionists, school psychologist, principal, and others as deemed appropriate.

On a monthly basis, data meetings will be held to review data of those students receiving Tier 2 level (supplemental) intervention. This team consists of the principal, school psychologist, the intervention specialists assigned to a particular grade level, and as appropriate the classroom teacher, ESL teacher, speech therapist, guidance counselor, and learning support teacher. One purpose of the monthly data analysis is to review and discuss a student's response to intervention (RTI) (positive or negative) that results from the intervention(s) delivered and to determine whether the interventions were appropriate and delivered with integrity. In evaluating student response to intervention, the staff examines the development in skills over time, examines the rate of the student's response to the intervention(s), and discusses the amount and intensity of resources that may be necessary to create or sustain a positive response. Data for all students are stored electronically and the student's response to intervention is reviewed and graphed to allow for determination of each student's performance.

When a student is determined not to be responding to a Tier 2 level intervention, an individual problem solving meeting will be scheduled to discuss individual student goals, additional data collection, modification of intervention, increased duration of intervention, etc. Meeting participants include the school psychologist, special education teacher, the child's interventionist

(s), any other specialists working with the child, and the child's parents. Follow up meetings are scheduled to analyze the effectiveness of the interventions selected for the child.

Referrals for special education will occur when the following criteria has been documented: 1) the student was provided with at least two three-tier interventions by highly qualified personnel; 2) observations were completed in all Tier levels to make certain that the child's instruction was delivered with integrity; 3) all core and supplementary interventions were delivered for appropriate amounts of time; 4) evidence that the student lacks proficiency on state standards; 5) evidence that the student has a significant skill deficit relative to peers; and 6) evidence that the student is not progressing at a rate commensurate to grade level peers despite being instructed with research based interventions of increasing intensity. The evaluation process will include all above information as well as any new information that will answer the referral question. In addition, the evaluation will rule out the following factors when considering a student eligible for specially designed instruction as a student with a specific learning disability: 1) sensory disabilities; 2) mental retardation; 3) emotional disturbance; 4) cultural factors; 5) environmental or economic disadvantage; 6) limited English Proficiency; or 7) lack of exposure to appropriate research-based interventions.

Enrollment Differences

Not significantly disproportionate.

Ethnicity Enrollment Differences

No significant disproportionality by race or ethnicity.

Exiting Statistics

According to Indicator 1 there is a disproportionality for the graduation rate of the district (83.33), indicating we are 8.46 % below the state target of 91.79. Additionally, according to Indicator 2 there is also a disproportionality for the drop out rate of Northern Lehigh (13.33%), as it compares to the state target of 7.36%.

Graduation Rate

District 83.33%

State 91.79%

SPP 92.55%

Drop Out Rate

District 13.33%

State 7.36%

SPP 6.75%

According to the School Year 2006-2007 Special Education Data Report, the district's graduation rate has improved to 94.12%; a 10.79% increase. (The State Rate is 84.48% and the State Performance Plan Target is 92.65%) This shows a marked improvement from the Special Education Data Report for School Year 2005-2006. However, as a school district we need to continue our focus on our secondary special education students who are still not graduating from our high school. Even though we have a reasonably small total number of students with IEPs graduating from our high school each year, it appears that at least one or two students drop out of our system. Obviously, even one is not an acceptable number. Additionally, the data indicates that our students who are enrolled in our emotional support program are the students who are most likely to drop out of the high school.

Goal: To increase the Graduation rate for students with IEPs at Northern Lehigh High School to 95% by 2012.

Goal: To implement a research-based program at the high school level that will provide the

appropriate incentives to our "students-at-risk" special education population thus continuing to increase the Graduation rate at Northern Lehigh High School.

Goal: To increase attendance in the emotional support classrooms through the use of research-based strategies in order to increase the Graduation rate at Northern Lehigh High School.

Goal: To increase positive parent-school communication by administration and staff regarding attendance and discipline issues relating to "at-risk" students in order to improve Graduation rates at Northern Lehigh High School.

24 P.S., §1306 and §1306.2 Placements

Facilities for Nonresident Students

Facility Name	Provider of Educational Services	# of Students Receiving Srvcs as of Dec 1
NOT APPLICABLE - NOT A HOST DISTRICT	NOT APPLICABLE - NOT A HOST DISTRICT	0

Incarcerated Students Oversight

When notified by appropriate authorities that a identified student has been placed in a correctional institution and a request for educational records has been issued, the Northern Lehigh School District will provide all appropriate special education paperwork to that institution; Evaluation Reports, IEPs, NOREPs, Invitations, etc.

Northern Lehigh School District is not currently a Host District to a Correctional Institution.

Facilities for Incarcerated Students

Facility Name	Provider of Educational Services	# of Students Receiving Srvcs as of Dec 1
NOT APPLICABLE- NOT A HOST DISTRICT	NOT APPLICABLE - NOT A HOST DISTRICT - Northern Lehigh School District does not have any facilities for incarcerated students located within our district boundaries	0

Least Restrictive Environment 34 CFR §300.551

Ensuring Maximum Integration

LRE Data

Less than 21%

District: 49%

State: 47%

State Performance Plan (SPP): 44%

More than 60%

District: 7%

State: 14%

State Performance Plan (SPP): 16%

The district met the State Performance Plan target for LRE in both the *less than 21%* category (49%) and the *more than 60%* category (7%).

The Northern Lehigh School District strives to educate students in the least restrictive environment to the maximum extent appropriate. A student with disabilities is removed from the regular education environment only when the education in that setting with supplementary aids

and services cannot be satisfactorily achieved.

The NLSD operates learning support programs in all four buildings in the district, emotional support programs at the high school, and life skills support programs at the K-2 and 3-6 buildings. The district currently employs two full-time school psychologists, four full-time reading specialists, and one full-time interventionist in the district. Additionally, we presently employ two full-time ESL/ELL teachers who work among the four district buildings providing services to our ESL/ELL students along with delivering interventions as part of our RtI program.

The Carbon Lehigh Intermediate Unit #21 provides the following services to our district: speech/language therapy, occupational therapy, physical therapy, vision therapy, hearing therapy, audiological services, and assistive device services. These services allow our students to remain in the regular education classroom to the maximum extent appropriate. Additionally, due to the size of our district, occasionally, an identified student is placed outside of our district in an IU operated classroom in a neighboring school district. When that occurs, mainstreaming or inclusion is encouraged to the fullest extent possible for that student, when and where appropriate.

Initially, when a child is evaluated and found to be eligible for special education services, the IEP team discusses what supplementary aids and services can be provided in the regular education environment rather than removal to a special education classroom. The IEP team determines what the student's needs are and how those needs can best be addressed. The regular education environment is considered first and then what types of supplementary aids and services can be provided for the student (or what training can be provided for the regular education teacher in the classroom to support the student) and where the aids and services can be best provided.

At Northern Lehigh School District, students with disabilities are being served in the general education classroom, as indicated in our LRE data. More and more, special and regular educators are looking at what supplementary aids and services can be provided in the regular education classroom when a child is initially evaluated for special education services and before placement options are discussed or considered. Based on a student's needs, services such as teacher training, personal care assistants, special accommodations, specially designed instruction, service providers providing consultative and/or direct instruction in the classroom (just to name a few) are discussed at the student's IEP meeting.

The district utilizes scientifically-based practices in identifying students with disabilities and when providing research-based interventions. Additionally, all students with disabilities are monitored for progress towards his/her IEP goals using the following procedure:

- Data-based decision making
- Assess individual students to determine current instructional levels (baseline)
- Write measurable goals and objectives (when appropriate)
- Monitor progress towards goals over time
- Determine effectiveness of program being delivered and if/when changes need to be made in intervention

A Tiered Intervention System (RtI) is in place to determine eligibility for specially designed instruction under the classification of specific learning disability for grades K-6. The district's response to intervention model uses research-based interventions and utilizes a flexible grouping format, based on the needs of the child. This process further allows the district to provide for all students (with the proper supports) to stay in the regular education environment with the appropriate interventions to the maximum extent appropriate.

At the secondary level, during the IEP meetings, schedules are arranged to allow for each student, depending on need, to be placed in a co-teaching classroom for every academic course at the high school. Furthermore, there is a special education teacher assigned to each grade level at the high school who meets with every regular education teacher who has an identified student on his/her class roster. The special education teacher reviews the student's IEP with the regular educator to allow for maximum understanding of the student's needs and strengths, at which time the regular education teacher has input regarding specially designed instruction, accommodations, and adaptations of each individual student to ensure success for the student.

Supplementary Aids and Services

Service	Comment
Carbon Lehigh Intermediate Unit (CLIU21)	Staff development on special education issues; student support via contracted services for students with special needs; Project Connect services for pre-kindergarten students with developmental delays
Office of Mental Health and Mental Retardation	Helps transitioning students to become successfully integrated into the community; offers staff development upon request
Association for Retarded Citizens (ARC)	Advocacy group for parents of children with disabilities
Pennsylvania Training and Technical Assistance Network	Professional development in the area of special education; district resource for training and consultation
Special Education Services and Programs	NLSD provides learning support classrooms in all four buildings throughout the district, emotional support in the high school, and life skills support in the K-2 and 3-6 buildings.
Speech/Language Services, Occupational Therapy Services, Physical Therapy Services, Audiological/Hearing Services, Vision Therapy Services, Transportation Services	Services contracted through the Carbon Lehigh Intermediate Unit #21 to Northern Lehigh School District students.
Lehigh Career and Technical Institute	Focused career-specific education for students in grades 9-12
Student Assistance Program (SAP)	Support for students who are experiencing behavioral and/or academic difficulties which pose a barrier to learning and success in school. A complete SAP team is located in Slatington Elementary, Middle School, and High School
Lehigh University	Educational partner providing district with interns (psychologists) and/or with support for educational initiatives (i.e. progress monitoring)
Supplementary Aids and Services to Students	High School: Co-teaching at high school for all academic courses Paraprofessional academic and behavioral support PCA support for students based on individual need Collaboration among regular education staff and

	<p>special education staff High Schools that Work Initiative for Secondary Students Parental collaboration Assistive Technology Middle School: Middle School Teaming concept for improved academic and behavioral results for students Collaboration among regular education staff and special education staff PCA support for students based on individual need Parental collaboration Assistive Technology Elementary School: PCA support for students based on individual need Week-Day club for students dealing with family, peer and school issues After school "Attention" period provided weekly by teachers on individual basis as form of tutoring for mathematics and reading instruction Parental collaboration Assistive Technology</p>
Lehigh County Children and Youth	Not only for referrals when suspicious of neglect or abuse, but also on consultation on supporting students in difficult family situations.
Juvenile Probation	Monitoring of and support for students who are in the legal system and consultation to the professionals who work with these students
Valley Youth House	Small focus groups for students (K-12); Individual counseling for students with family or behavioral issues/connecting families with other agencies for support
Transitions	Partial hospitalization for students in grades 7-12 who are dealing with Mental Health issues

LRE Data Analysis

Personnel Development Activities:

Topic	Special Education Students in Other Settings
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Anticipated Training Dates	Training Partners	Training Participants and Audience	Training Format	Evidence of Results
Training dates: 2008-2009, 2009-2010, 2010-2011	IU Staff, NLSD Administrators	New Staff, Paraprofessional, Instructional Staff, Administrative Staff	On-site Training with Guided Practice, Workshops with Joint Planning Periods	Evidence: Meeting notes from special education teacher/administrator monthly team meetings. Evidence: Data Analysis from Carbon Lehigh Intermediate Unit #21 Child Accounting Data.

				<p>Goal: 2008-2009, Northern Lehigh School District will decrease the number of students placed in Other Settings by 2%.</p> <p>Goal: 2009-2010, Northern Lehigh School District will decrease the number of students placed in Other Settings by 2%.</p> <p>Goal: 2010-2011, Northern Lehigh School District will decrease the number of students placed in Other Settings by 2%.</p>
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Least Restrictive Environment - Facilities

Facility Name	Type of Facility	Type of Service	# of Students Placed
Parkland School District (IU Operated Classroom)	Neighboring School Districts	Life Skills Support	1
Parkland School District (IU Operated Classroom)	Neighboring School Districts	Multiple Disabilities Support	2
Parkland School District (IU Operated Classroom)	Neighboring School Districts	Deaf/Hearing Support	2
Northwestern School District (IU Operated Classroom)	Neighboring School Districts	Multiple Disabilities	1
Whitehall Coplay School District (IU Operated Classroom)	Neighboring School Districts	Life Skills Support	3
Palmerton School District (IU Operated Classroom)	Neighboring School Districts	Emotional Support	2
Salisbury School District (IU Operated Classroom)	Neighboring School Districts	Emotional Support	2
Northern Lehigh School District (IU Operated Classroom)	Neighboring School Districts	Multiple Disabilities Support	2
East Penn School District (IU Operated Classroom)	Neighboring School Districts	Life Skills Support	1
Catasauqua School District (IU Operated Classroom)	Neighboring School Districts	Multiple Disabilities Support	1
Carbon Learning/Adjustment School (IU Operated Classroom)	Special Education Centers	Emotional Support	1
Educare	Special Education Centers	Emotional Support	2
BHA Academy	Special Education Centers	Emotional Support	5
Delaware Avenue School (IU Operated Classroom)	Special Education Centers	Autistic Support	1
Palmerton Alternative Education (IU Operated Classroom)	Special Education	Emotional Support	2

Operated Classroom)	Centers		
Scranton State School for the Deaf	Approved Private Schools	Deaf/Hearing Support	1
Home-Bound Instruction	Instruction in the Home	Learning Support	1
Shawnee Academy (Residential)	Other	Emotional Support	1
KidsPeace (Residential)	Other	Emotional Support	1

Personnel Development for Improved Student Results

Technical Assistance and Training

Personnel Development Activities:

Topic	AYP
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Anticipated Training Dates	Training Partners	Training Participants and Audience	Training Format	Evidence of Results

Topic	Participation
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Anticipated Training Dates	Training Partners	Training Participants and Audience	Training Format	Evidence of Results

Topic	Proficiency
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Anticipated Training Dates	Training Partners	Training Participants and Audience	Training Format	Evidence of Results
2008-2009, 2009-2010, 2010-2011, 2011-2012	PATTAN Staff, IU Staff	New Staff, Paraprofessional, Instructional Staff, Administrative Staff	On-site Training with Guided Practice, Conferences, Distance Learning	The district has 20.0% Proficient in Reading and the State Performance Plan Target is 25.8%. The State Rate is 28.3%. The district has 24.4% Proficient in Mathematics and the State Performance Plan Target is 26.2%. The State Rate is 32.4%. The district has not met the SPP target in both Reading and Mathematics proficiency according to the Special Education Data Report for the School Year 2005-2006 school year.

				<p>The district has met the SPP target in Mathematics proficiency according to the Special Education Data Report for the School Year 2006-2007. The district has 32.0% Proficient in Mathematics and the State Performance Plan Target is 29.2%. The district has not met the SPP target in Reading proficiency according to the Data Report for the 2006-2007 school year. The district has 24.6% Proficient in Reading and the State Performance Plan Target is 28.8%.</p> <p>Reading: Students with disabilities will demonstrate increased educational results in reading as outlined in the Pennsylvania academic standards.</p> <p>Goal for 2008-2009: Percentage of IEP students at or above 35% Proficient in Reading on a State System of Assessment in Reading and according to progress monitoring as outlined in student's IEP.</p> <p>Goal for 2009-2010: Percentage of IEP students at or above 44% Proficient in Reading on a State System of Assessment in Reading and according to progress monitoring as outlined in student's IEP.</p> <p>Goal for 2010-2011: Percentage of IEP students at or above 53% Proficient in Reading on a State System of Assessment in Reading and according to progress monitoring as outlined in student's IEP.</p> <p>Goal for 2011-2012: Percentage of IEP students at or above 62% Proficient in Reading on a State System of Assessment in Reading and according to progress monitoring as outlined in student's IEP.</p>
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Personnel Development - PA NCLB Goal #1

Baseline Data:

The baseline for the 2007 PSSA Mathematics and Reading IEP subgroup is as follows:

District Total in Mathematics: 29%

District Total in Reading: 21.4%

Mathematics:

Grade 3: 60.3%

Grade 4: 23.8%

Grade 5: 32.5%

Grade 6: 25.0%

Grade 7: 24.0%

Grade 8: 22.0%

Grade 11: 15.0%

Reading:

Grade 3: 39.3%

Grade 4: 9.5%

Grade 5: 12.0%

Grade 6: 20.8%

Grade 7: 20.0%

Grade 8: 33.3%

Grade 11: 15.0%

The Northern Lehigh School District presently uses research-based instructional practices and strategies in all special education classrooms in the curriculum areas of Mathematics and Reading. Data is collected through progress monitoring utilizing the AimsWeb program throughout the district. In our Middle School and High School buildings, the special education classrooms incorporate TeenBiz into their curriculum to allow extra practice and to increase the identified weak skill areas of the students. Study Island is used in our 3rd through 6th grade elementary building, as well as at our High School building, for added PSSA practice with our special education students. Parents are able to access the programs at home through individual passwords so they can work with their child on additional skills under teacher direction.

Personnel Development Activities:

Topic	Reading
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Anticipated Training Dates	Training Partners	Training Participants and Audience	Training Format	Evidence of Results
Training dates: 2008-2009, 2009-2010, 2010-2011, 2011-2012	PATTAN Staff, IU Staff	Parent, New Staff, Paraprofessional, Instructional Staff	On-site Training with Guided Practice, Conferences	Goals: Students with disabilities will demonstrate increased educational results in reading, writing, mathematics and other academic areas as outlined in the Pennsylvania State Academic Standards. 2008-2009: The percentage of IEP students at or above 35% proficient on a state system of assessment in Reading and progress monitoring as described in

				<p>IEP progress reports.</p> <p>2009-2010: The percentage of IEP students at or above 44% proficient on a state system of assessment in Reading and progress monitoring as described in IEP progress reports.</p> <p>2010-2011: The percentage of IEP students at or above 53% proficient on a state system of assessment in Reading and progress monitoring as described in IEP progress reports.</p> <p>2011-2012: The percentage of IEP students at or above 62% proficient on a state system of assessment in Reading and progress monitoring as described in IEP progress reports.</p>
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Topic	Math
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Anticipated Training Dates	Training Partners	Training Participants and Audience	Training Format	Evidence of Results
<p>Training dates: 2008-2009, 2009-2010, 2010-2011, 2011-2012</p>	<p>PATTAN Staff, IU Staff</p>	<p>Parent, New Staff, Paraprofessional, Instructional Staff</p>	<p>On-site Training with Guided Practice, Conferences</p>	<p>Goals: Students with disabilities will demonstrate increased educational results in reading, writing, mathematics and other academic areas as outlined in the Pennsylvania academic standards.</p> <p>2008-2009: The percentage of IEP students at or above 40% proficient on a state system of assessment in Mathematics and progress monitoring as described in IEP progress reports.</p> <p>2009-2010: The percentage of IEP students at or above 49% proficient on a state system of assessment in Mathematics and progress monitoring as described in IEP progress reports.</p> <p>2010-2011: The percentage of IEP students at or above 58% proficient on a state system of assessment in</p>

				Mathematics and progress monitoring as described in IEP progress reports. 2011-2012: The percentage of IEP students at or above 67% proficient on a state system of assessment in Mathematics and progress monitoring as described in IEP progress reports.
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Personnel Development - PA NCLB Goal #3

Baseline Data:

All Northern Lehigh School District teachers are highly qualified as defined by the Pennsylvania Department of Education. Presently, all professional teaching staff participate in nine professional development days throughout the school year and other trainings where they receive Act 48 certification.

Paraprofessionals in the district are currently seeking to obtain the Highly Qualified status as set forth by the Pennsylvania Department of Education, with many presently already certified by the state as Highly Qualified paraprofessionals.

Personnel Development Activities:

Topic	AUTISM: Students with disabilities will be provided services by an adequate supply of personnel with the knowledge and skills necessary to meet their needs
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Anticipated Training Dates	Training Partners	Training Participants and Audience	Training Format	Evidence of Results
Training dates: 2008-2009, 2009-2010, 2010-2011	PATTAN Staff, IU Staff	Parent, New Staff, Paraprofessional, Instructional Staff, Administrative Staff	On-site Training with Guided Practice, Conferences, Distance Learning	Goal: Maintain and/or increase the number of trainings related to autism and autism topics for all school personnel. Provide focused trainings for staff members who are directly involved with students with autism.

Topic	ROLE OF PARAEDUCATOR/HIGHLY QUALIFIED TEACHER: Students with disabilities will be provided services by an adequate supply of personnel with the knowledge and skills necessary to meet their needs
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Anticipated Training Dates	Training Partners	Training Participants and Audience	Training Format	Evidence of Results
Training Dates: 2008-2009, 2009-2010, 2010-	PATTAN Staff, IU Staff	New Staff, Paraprofessional, Instructional Staff, Administrative Staff	On-site Training with Guided	Goal: Administrators will assign training topics for each paraprofessional based on the area of service, specially designed

2011			Practice	instruction, and IEP goals. Paraprofessionals will log training hours and topics on CPE Tracker meeting a minimum of 20 hours of professional development annually.
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Personnel Development - PA NCLB Goal #5

Baseline Data:

According to the Special Education Data Report from the School Year 2006-2007, the district's graduation rate is 94.12%. The State Performance Plan Target is 92.65% and the State Rate is 84.48%. Presently, the district has met the State Performance Plan Target.

All high school students are given a Transition Profile Folder when the spring IEP meeting is held prior to beginning their ninth grade year, or later depending on when the student enters our system. The Transition folders are used to track their academic progress (such as IEP progress, transcripts, vocational information, etc.), community and other agency services, student needs related to disability, educational and work-related opportunities, etc. during their high school years. Additionally, varied and abundant Transition services are offered to students and their families at the time of their annual IEP meetings and throughout their high school careers. Participation in events such as, the annual Transition Academy sponsored by the CLIU #21, post-high school institution (colleges, vocational schools, etc.) visitations, extracurricular activity participation (such as sports, clubs, and other activities sponsored by the school district) are highly encouraged and accommodations are provided by the school district.

All of the district's special education teachers at the senior high school have participated in and received certification in the year-long Indicator 13 training offered collaboratively by PaTTAN and the CLIU #21.

Special Education teachers complete Summary of Performance documents for graduating Seniors. This document is completed in conjunction with all personnel who have been involved educationally with the special education student in order to best address his/her needs. This document is reviewed with both parent and student prior to graduation from our high school.

Personnel Development Activities:

Topic	TRANSITION: Students with disabilities will demonstrate increased ability to successfully make the transitions to school age programs, to work, to post-secondary education and/or adult life.
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Anticipated Training Dates	Training Partners	Training Participants and Audience	Training Format	Evidence of Results
Training dates: 2008-2009, 2009-2010, 2010-2011	PATTAN Staff, IU Staff	Parent, New Staff, Paraprofessional, Instructional Staff, Administrative Staff	On-site Training with Guided Practice, Conferences	Goal: Current and New Special Education High School teachers and Administration will participate in continued staff development regarding Indicator 13 and Pennsylvania State Transition Standards. Goal: Staff development will occur regarding the

				<p>completion of the Summary of Performance documents to allow for maximum effectiveness. Evidence: Review Transition Profile Folder for every secondary student. Evidence: Positive outcome from Parent survey regarding usefulness of information from Summary of Performance (SOP). Evidence: Parent survey regarding positive response regarding usefulness of information from Transition Profile Folder. Goal: Graduation rate for the Northern Lehigh School District for IEP subgroup will increase to 95% by 2012.</p>
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Behavior Support Services

Summarized School District Policy:

The Northern Lehigh School District currently has the following policies: Positive Behavior Support Plan (which includes corporal punishment) , Student Restraint, and Discipline of Students with Disabilities (which includes suspension and expulsion). These policies apply to all students within the Northern Lehigh School District.

In terms of staff training, the Peters and High School buildings have had teams of professionals that attended the series of four days of School Wide Effective Behavior Support. As a result, both buildings put a positive behavior support system into place. At the high school level, due to a frequent change of staff, this framework is no longer used. However, discussions can occur with current administration as to whether data would support the need to reintroduce this framework at the high school level. The system remains in place at the Peters building. Despite not having a team that has formally attended SWEBS trainings, Slatington Elementary School also uses a school wide positive behavior support system. In May of 2008, both elementary schools sent teams of professionals to Carbon Lehigh Intermediate Unit for training in using School Wide Positive Behavior Support in a Response to Intervention Framework.

To integrate the above trainings, the team at Peters Elementary will begin to place existing resources into a Response to Intervention framework. There are professionals that are extensively trained in the use of applied behavior analysis that will serve as resources, especially at Tiers 2 and 3. Other existing resources include Second Step (Tier 1) and Weekday Club (which is a group counseling format at Tier 2). Individual behavior plans will be implemented at the Tier 3 level. Because of student and staff needs, the team will further investigate scientifically validated programs that will further address teaching social skills to young students at all Tiers and training staff on managing students with difficult behaviors. Further, in grades K and 1, a more intense focus on teaching and modeling socially acceptable behaviors will be a priority for the first six weeks of school.

Personnel Development Activities:

Topic	Positive Behavioral Supports
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Anticipated Training Dates	Training Partners	Training Participants and Audience	Training Format	Evidence of Results
Training dates: 2008-2009, 2009-2010, 2010-2011.	IU Staff, In-house staff	Parent, New Staff, Paraprofessional, Instructional Staff, Administrative Staff	On-site Training with Guided Practice, Conferences	<p>Goal: Training in Positive Behavior Support using a research-based intervention plan will be implemented throughout the district, K-12. Research-based strategies for supporting appropriate student behaviors to create a positive, civil and safe school environment in both the classroom and non-structured areas of the schools will be emphasized. All staff, including professional and non-professional employees, will be trained in this school-wide system to allow for success for all students. Staff will be trained in techniques regarding data collection, assessment, and social skills training to ensure accurate implementation of the program. Family involvement will be a key component of the program with information sharing, including social skills training for the parents.</p> <p>Evidence: Decrease in the number of discipline referrals for students with IEPs, district-wide.</p> <p>Evidence: Decrease in the number of suspension for students with IEPs for disciplinary infractions, district-wide.</p> <p>Evidence: Decrease in SAP referrals for behavioral concerns at the 3-6 building, middle school and high school buildings.</p>

Topic	School-based Behavioral Health
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Anticipated Training Dates	Training Partners	Training Participants and Audience	Training Format	Evidence of Results
Training dates: 2008-2009, 2009-2010, 2010-	PATTAN Staff, IU Staff	New Staff, Paraprofessional, Instructional Staff, Administrative Staff	On-site Training with Guided Practice,	Goal: Emotional Support High School Special Education Teachers, Guidance Counselors, and School

2011			Conferences	<p>Psychologists will attend appropriate workshops, conferences, and trainings offered by the Carbon Lehigh Intermediate Unit #21 and PaTTAN. Topics will include: social skills training, issues dealing with death and dying, depression, general mental health concerns, gangs, teenage violence, and dysfunctional families.</p> <p>Goal: Partnering with outside agencies that provide behavioral health to NLSD within the Northern Lehigh community.</p> <p>Goal: Partnering with the Carbon Lehigh Intermediate Unit to access Behavioral Health Services for NLSD students.</p> <p>Evidence: Data from the Students Assistance Program (SAP) Team regarding referrals related to behavioral health.</p>
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Topic	De-escalation Techniques
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Anticipated Training Dates	Training Partners	Training Participants and Audience	Training Format	Evidence of Results
Training Dates: 2008-2009, 2009-2010, 2010-2011	IU Staff, On-site trainers	New Staff, Paraprofessional, Instructional Staff, Administrative Staff	On-site Training with Guided Practice, Study Groups, In-house trainer (CPI Trainer)	<p>Goal: The district will require that any special education teacher and paraprofessional (deemed appropriate by school district administration) are certified in Crisis Prevention Intervention (CPI).</p> <p>Goal: The district will offer professional development through the district special education and psychology departments.</p> <p>Evidence: CPE Tracker Accounts and copies of new and updated CPI Certificates</p>

Interagency Collaboration (11 P.S. §875.304)

Ensuring FAPE/Hard to Place Students

The Northern Lehigh School District is not presently experiencing difficulties guaranteeing a free and appropriate education (FAPE) for all identified students, nor a particular disability category.

We presently use the Regional Interagency Coordinator at the Carbon Lehigh Intermediate Unit #21 to assist in interagency planning and to arrange CAASP meetings when needed.

The Office of Lehigh County Children's Mental Health offers assistance in the form of trainings to our staff, parents, and students as well as information sharing regarding our students with disabilities. Additionally, the Office of Vocational Rehabilitation (OVR), Offices of Lehigh and Northampton County Juvenile Probation, Offices of Lehigh and Northampton County Children and Youth all offer assistance during IEP meetings when deemed appropriate by the IEP teams. The form of support may include, but are not limited to the following; transition services, family support, student mental health/disability support, Student Assistance Program (SAP) support or Interagency participation support.

In addition to these services offered by outside agencies, there is currently an Office of Lehigh County Children and Youth worker who has an office in the Administrative Annex of the District Office. The social worker assigned by the county works primarily with families within the Northern Lehigh School District community. He is a great support to our staff and often acts as a liaison between the school community and our families.

The Carbon Lehigh Intermediate Unit #21 provides the district with a variety of resources such as the services of a social worker who assists in the coordination of services for students with more intensive needs and to make referrals to appropriate service providers. Another resource the IU offers is mental health referrals for our students with disabilities. The district currently has students who are placed in partial-hospitalization programs, operated by the Carbon Lehigh Intermediate Unit #21, within one of several of the neighboring school district's of Northern Lehigh.

The district's active participation in the Special Education Contact meetings sponsored by the Carbon Lehigh Intermediate Unit #21 helps to facilitate interagency cooperation among the local districts. Time is spent discussing gaps in current programs among the school districts and possible solutions to our dilemmas to ensure appropriate programs for all students with disabilities. Additionally, the district's participation in the Facilities Plan Committee allows for the coordination of available funds and resources throughout the valley and among the member IU school districts to ensure FAPE for all our students; thus providing for successful programs.

Local Continuum of Supports and Services

The Northern Lehigh School District expands its continuum of special education supports, services, and educational placements through a variety of local public and private service providers, such as the Carbon Lehigh Intermediate Unit (CLIU#21) and neighboring school districts.

The Northern Lehigh School District currently offers a continuum of least restrictive to more restrictive services and placements within the district. The CLIU #21 provides the Northern Lehigh School District with a variety of related services such as Speech and Language therapy, Occupational Therapy, Physical Therapy, Orientation and Mobility, Vision Therapy, Hearing Therapy, Assistive Technology assistance (SETT), transportation (as needed), adaptive physical education, etc at each school building. The Northern Lehigh School District currently offers Learning Support (LS) services at all grade levels with a range of options including push-in, pull-out, and full-time support. Resource programs provide direct, integrated, and/or consultative services to students with mild to moderate disabilities in general education. Resource programs are based in every elementary, middle and high school. Additionally, it offers Life Skills Support (LSS) at the primary and intermediate elementary schools that provide a functional academic and skill domain curriculum, with supported integration in general education and opportunities for community-based instruction to students with moderate to severe developmental disabilities. The Emotional Support program in the middle school is operated by the CLIU #21 while the ES

program at the high school is run by the Northern Lehigh School District. The district contracts with other neighboring LEA's for programming not available within the district, such as Life Skills Support at the middle and high school level and Emotional Support at the elementary level. Emotional Support programs provide an academic curriculum within a structured behavior management system, with integration or mainstreaming in general education to students with moderate to severe behavioral disabilities. Other mental health/counseling services are provided within the school buildings by outside agencies such as Valley Youth House, Florence Child Guidance, Crime Victims Council, etc. on an as needed basis.

The Northern Lehigh School District collaborates with the CLIU #21 and participating LEA's for the provision of transition services. Currently, the transition from pre-school to school-aged programming is facilitated through the CLIU #21. As part of transition planning, a representative from Project Connect (the IU's Early Intervention program) coordinates individual Early Intervention transition meetings among the IU, the district, the parent, and any other public or private service providers.

Services and supports available for the transition to educational and/or vocational post-secondary settings are expanded through a variety of means. Beginning in the 9th grade, students with disabilities are invited to be active participants in the IEP meetings. Work-based learning, offering supported and independent vocational experiences, is available for high school students and is coordinated/facilitated by the CLIU #21. The District also collaborates with Lehigh Carbon Technical Institute to provide a continuum of vocational training opportunities. Other agencies which may be invited to participate in student transition IEP meetings may include, but are not limited to, the Office of Vocational Rehabilitation (OVR), Office of MH/MR, Office of Children and Youth, etc. Linkages to adult services for students ages 18-21 with mild, moderate, or severe disabilities are made through the IEP team.

The Northern Lehigh School District provides ongoing professional development opportunities for staff. At the elementary level, one team from each building attended monthly trainings on Response to Intervention (which includes training on evidence-based practices such as progress monitoring) which enhances the local capacity to provide FAPE in the LRE. The district plans on building the local capacity to provide FAPE through the recruitment of staff, such as Reading Coaches, with grant funding from the state.

Expansion of Continuum of Supports and Services

The Northern Lehigh School District presently utilizes a variety of support services to provide a full continuum of services to students with disabilities. The Carbon Lehigh Intermediate Unit #21 in collaboration with the member school districts offer a wide variety of special education programs and services. Work-based learning and community based instruction are provided by the CLIU #21 to our students with disabilities.

The Director of Special Education for the Northern Lehigh School District attends meetings every other month at the Carbon Lehigh Intermediate Unit #21 (Special Education Contacts meeting) which encourages local interagency teaming and sharing of successful models for implementing programs at the local level. Additionally, the Director serves on the Facilities Plan Committee for the Carbon Lehigh Intermediate Unit #21. This committee acts as a vehicle for decision-making regarding facilities throughout the Lehigh-Carbon counties schools and makes decisions concerning placements of classrooms based on the needs of students.

The district is able to seek collaboration with the Carbon Lehigh Intermediate Unit #21 Social Worker to assist in the coordination of services for students with more intensive needs and to make referrals to appropriate service providers. Due to the limited financial resources in our district, we do not have a social worker on staff, and we look to the IU to assist us with this invaluable service. Additionally, the CLIU #21 provides psychiatric services and evaluations, related therapy services and evaluations in the areas of speech/language, occupational therapy,

physical therapy, vision therapy, orientation and mobility support, travel training, and hearing/audiological services.

Program Profile

ID	OPR	Location / Building Name	Bldg Grade	Bldg Type	Type of Support	Type of Service	Low Age	High Age	Case load	Tchr FTE
-	MD	Peters Elementary	E	GE	FT	LSS	5	8	6	1.0
-	SD	Peters Elementary	E	GE	PT	LS	7	9	12	1.0
-	MD	Slatington Elementary	E	GE	FT	LSS	10	14	5	1.0
-	SD	Slatington Elementary	E	GE	PT	LS	8	10	11	1.0
-	SD	Slatington Elementary	E	GE	PT	LS	9	12	12	1.0
-	SD	Slatington Elementary	E	GE	PT	LS	10	12	9	1.0
-	SD	Slatington Elementary	E	GE	PT	LS	10	12	8	1.0
-	SD	Slatington Elementary	E	GE	R	LS	11	12	12	1.0
-	SD	Slatington Elementary	E	GE	R	LS	11	12	12	1.0
-	SD	NL Middle School	M	GE	R	LS	12	14	9	1.0
-	SD	NL Middle School	M	GE	R	LS	12	14	9	1.0
-	SD	NL Middle School	M	GE	R	LS	13	14	14	1.0
-	SD	NL Middle School	M	GE	R	LS	13	14	14	1.0
-	IU	NL Middle School	M	GE	FT	ES	12	14	4	1.0
-	SD	NL Senior High School	S	GE	I	ES	14	17	7	1.0
-	SD	NL Senior High School	S	GE	I	ES	16	19	9	1.0
-	SD	NL Senior High School	S	GE	I	LS	14	16	12	1.0
-	SD	NL Senior High School	S	GE	I	LS	15	17	21	1.0
-	SD	NL Senior High School	S	GE	I	LS	16	18	19	1.0
-	SD	NL Senior High School	S	GE	I	LS	17	21	21	1.0
-	IU	NL Senior High School	S	GE	FT	MDS	15	21	6	1.0

-	IU	Peters Elementary	E	GE	I	SLS	5	9	45	1.0
-	IU	Slatington Elementary	E	GE	I	SLS	8	12	28	1.0
-	IU	NL Middle School	E	GE	I	SLS	12	13	3	1.0

Justification: Life Skills Support Classroom and Multiple Disabilities Support Classroom Age Variance: Parents have been informed of the age difference in the classrooms and have agreed to the variance of the ages of the students. Letters are in each student's files reflecting notification of the age difference between the classmates as per Chapter 14 (14.142) of the Special Education Regulations.

Speech/Language Support Caseloads: Our Speech/Language Support Therapists contracted through the IU are providing services to students in our two elementary (K-2) and (3-6) buildings. The Speech/Language Therapists' caseloads do not reflect that they are providing services to students on an individual basis or within their regular classroom environment in which all students are age appropriate.

Support Staff (District)

School District: Northern Lehigh SD

ID	OPR	Title	Location	FTE
-	SD	Interventionist (Instructional Support)	Slatington Elementary	1.00
-	SD	Individual Student Assistant	Peters Elementary	1.00
N	SD	Individual Student Assistant	Peters Elementary	2.00
-	SD	Individual Student Assistant	Slatington Elementary	1.00
N	SD	Individual Student Assistant	Slatington Elementary	2.00
-	SD	Individual Student Assistant	NL Senior High School	1.00
N	SD	Individual Student Assistant	NL Senior High School	1.00
N	SD	Individual Student Assistant	NL Middle School	1.00
-	SD	Paraprofessionals	All Buildings	19.00
-	SD	School Psychologist	All Buildings	1.00
-	SD	School Psychologist	All Buildings	1.00
-	SD	Director of Special Education	All Buildings	1.00
-	SD	Special Education Secretary	All Buildings	1.00

Contracted Support Services

ID	IU / Agency	Title / Service	Amount of Time per Week
-	Carbon Lehigh IU #21	Speech/Language Therapy	5 Days
-	Carbon Lehigh IU #21	Speech/Language Therapy	5 Days
-	Carbon Lehigh IU #21	Speech/Language Therapy	90 Minutes
-	Carbon Lehigh IU #21	Occupational Therapy	5 Days
-	Carbon Lehigh IU #21	Physical Therapy	30 Minutes

ASSURANCE FOR THE OPERATION OF SPECIAL EDUCATION SERVICES AND PROGRAMS

School Years: 2008 - 2011

The Northern Lehigh SD within Carbon-Lehigh IU 21 assures that the school district will comply with the requirements of 22 PA Code Chapter 14 and with the policies and procedures of PDE. PDE will specify, in writing, policies and procedures to be followed. Requests for any deviations from these regulations, standards, policies, and procedures must be made in writing to PDE. The school district understands that special education reports will be approved by PDE in accordance with the following criteria as set forth in 22 Pa. School Code Â§14.104:

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 report 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 assures 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.

This assurance must be signed by the School Board President and the Superintendent for the school district to operate services and programs.

Board President

Date

Superintendent

Date