

Below is Northern Lehigh School District's Comprehensive Plan. This plan outlines the major goals of the district for the time period of July 1, 2019 through June 30, 2022. These goals were formulated by the Comprehensive Planning Team, after conducting a needs assessment and reviewing a variety of educational data. This plan was approved at a public meeting of the school board on October 8, 2019. The plan was submitted to the Pennsylvania Department of Education (PDE) by November 30, 2018, the deadline for Phase III districts. On December 11, 2018, PDE approved this Comprehensive Plan for implementation.

Northern Lehigh SD

**District Level Plan**

07/01/2019 - 06/30/2022

# District Profile

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## Demographics

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

## Planning Process

The District Level Comprehensive Planning process is critical in assuring our focus on student success. The Northern Lehigh School District involved a variety of stakeholders to focus on the District-wide systems that support student achievement, helping us to plan for our next three years. In the Northern Lehigh School District, Comprehensive Planning is part of an ongoing process in which data is analyzed to assess the needs and systemic challenges within the District and its schools. Data will be reviewed annually for the purpose of adjusting annual academic and operational priorities throughout the planning cycle. The District involved a variety of stakeholders focusing on continuous improvements.

A District Level Comprehensive Planning Committee (DLCPC) was formed to develop the District Level Comprehensive Plan. Information was reviewed by the DLCPC, informing prioritized goals and action plans. The District Level Comprehensive Planning committee met on the following dates to finalize this plan: April 24, 2018, May 15, 2018, June 19, 2018, July 17, 2018, and August 6, 2018. The DLCPC will continue to meet during the length of the Comprehensive Plan, to review progress with respect to goals. This plan will be implemented July 1, 2019, through June 30, 2022, however some parts of the action plan may be started sooner to accomplish goals outlined in this plan.

## Mission Statement

The mission of the Northern Lehigh School District is to create a challenging and supportive environment dedicated to the success of our diverse learning community.

## Vision Statement

Our learners will have:

- The critical thinking, communication, collaboration and creative skills necessary to be college, career, and future ready.
- Self-esteem, self-discipline, and a sense of responsibility that enables them to meet challenges, be team players, and respect other's differences.

- Communication, technical, and life skills to gather information, solve problems, and adapt to change.
- The tools necessary to support their physical and psychological well-being.
- A vision for personal success.
- An appreciation for the arts and sciences.

## Shared Values

We believe that...

- All students can learn and succeed if given sufficient time and appropriate instruction.
- Students will master a core of knowledge based on academic standards and experience academic growth.
- Varied communication skills are essential for success in a global world.
- Positive attitude, motivation, self-esteem and responsible behavior are vital to the learning process.
- All students should develop skills and appreciation in the areas of interest beyond the core of basic knowledge.
- Ongoing staff development is essential to quality learning.
- Learning is a life-long process.
- The school, community, family and students all share in the responsibility for learning.
- Students must be challenged to think critically, problem solve, and use appropriate decision-making skills.
- Students must have a nurturing environment that is physically, emotionally, and spiritually safe.
- Accepting diversity is an integral part of a student's educational experience.

## Educational Community

The Northern Lehigh School District is located on the northern tip of Lehigh County in eastern Pennsylvania. The district is 90 miles north of Philadelphia and bordered by Northampton and Carbon Counties. The District is primarily rural, but is close to post-secondary educational facilities such as Lehigh Carbon Community College in Schnecksville, Muhlenberg College and DeSales University in Allentown, and Moravian College and Lehigh University in Bethlehem. It is also close to cultural offerings such as the symphony, theater, and museums in Allentown and Bethlehem. Northern Lehigh School District enrolls approximately 1,600 students. The District has maintained a long standing commitment to educational excellence, community strength, and student success.

While this community is free from industrial growth, within the community boundaries are scenic hiking and biking trails. The community is in close proximity to the Appalachian Trail and Lehigh River, and boasts additional recreational activities such as white water rafting, canoeing, and kayaking. The Lehigh Gap Nature Center, located to the north of the district and at the foot of the Kittatinny Ridge, is a wildlife refuge and habitat and serves as an outdoor classroom to support local educational programs.

Class sizes within the district are appropriate for students' developmental levels and monitored closely to provide optimal attention and response to student needs. Instruction occurs at students' developmental levels and opportunities for acceleration and enrichment are included in academic programming.

Northern Lehigh elementary students attend two schools which are known for and appreciated by parents and the community for their nurturing environments. Academic skills in reading, writing, math, and other subjects are the focus. Elementary students attend Peters Elementary School (Grades K-2) and Slatington Elementary School (Grades 3-6).

Northern Lehigh secondary students attend Northern Lehigh Middle School (Grades 7 & 8) and Northern Lehigh High School (Grades 9-12). Both secondary schools are located on the same campus. At both schools, clubs and organizations, Student Assistance, intramural sports, and highly competitive interscholastic athletic programs are available. At the high school, a variety of program options are available for all students such as career and technical education at Lehigh Career and Technical Institute, and dual enrollment opportunities, where students can obtain college credits during their high school career.

The District offers a digital academy program (Bulldog Academy) which is available to students in grades K-12. The cyber school offers Northern Lehigh School District students a high quality online curriculum with full access to Northern Lehigh School District school functions and events.

## Planning Committee

Name	Role
Jill Chamberlain	Administrator : Professional Education
Michele Dotta	Administrator : Professional Education Special Education
Paul Leonzi	Administrator : Professional Education
Matthew Link	Administrator : Professional Education
Scott Pyne	Administrator : Professional Education Special Education
Tanya Simms	Administrator : Professional Education
Tania Stoker	Administrator : Professional Education
Robert Vlasaty	Administrator : Professional Education
Jack Bechtel	Business Representative : Professional Education
Karen Lehman	Business Representative : Professional Education
Lynne Fedorcha	Community Representative : Professional Education
Michelle Heckman	Community Representative : Professional Education
Donna Kulp	Community Representative : Professional Education
Timothy Weaber	Ed Specialist - Instructional Technology : Professional Education
Krystle Tiedeman	Ed Specialist - Other : Professional Education
Allison Chruscial	Ed Specialist - School Counselor : Professional Education
Suzanne Mengel	Ed Specialist - School Counselor : Special Education
Gene Marks	Ed Specialist - School Psychologist : Special Education
Sidney Snyder	Ed Specialist - School Psychologist : Special Education
Jamie Bigley	Elementary School Teacher - Regular Education : Professional Education
Kristie Borger	Elementary School Teacher - Regular Education : Professional Education
Jennifer Butz	Elementary School Teacher - Regular Education : Professional Education
Lori Middaugh	Elementary School Teacher - Regular Education : Professional Education
Kara Richardson	Elementary School Teacher - Regular Education :

	Professional Education
Sue Beil	Elementary School Teacher - Special Education : Special Education
Tracy Karpowich	High School Teacher - Regular Education : Professional Education
Maria Van Norman	High School Teacher - Regular Education : Professional Education
Ellen Jane Yenser	High School Teacher - Special Education : Professional Education Special Education
Blasia Dunham	Middle School Teacher - Regular Education : Professional Education
James Schnyderite	Middle School Teacher - Regular Education : Professional Education
Carleen Binder	Parent : Special Education
Shelly Long	Parent : Special Education
Chris McCarty	Parent : Professional Education
Elissa Pesesko	Parent : Professional Education

# Core Foundations

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## Standards

### *Mapping and Alignment*

#### Elementary Education-Primary Level

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

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

The District is continuing with professional development in School-wide Positive Behavior Support. (SWPBS) The District is also involved in writing a K-12 Career Education and Work plan.

#### Elementary Education-Intermediate Level

Standards	Mapping	Alignment
Arts and Humanities	Accomplished	Accomplished
Career Education and Work	Developing	Developing
Civics and Government	Accomplished	Accomplished

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

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

We continue with the development of our School Wide Positive Behavior Support program.

### **Middle Level**

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

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

Professional development is currently provided for the School-Wide Positive Support program.

### High School Level

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

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

We are in the process of updating the Chapter 339 plan.

### *Adaptations*

#### Elementary Education-Primary Level

##### *Checked answers*

- Career Education and Work
- PA Core Standards: English Language Arts
- Health, Safety and Physical Education

##### *Unchecked answers*

*None.*

### Elementary Education-Intermediate Level

#### *Checked answers*

- Career Education and Work
- Health, Safety and Physical Education

#### *Unchecked answers*

*None.*

### Middle Level

#### *Checked answers*

- Career Education and Work
- Health, Safety and Physical Education

#### *Unchecked answers*

*None.*

### High School Level

#### *Checked answers*

- Career Education and Work
- Health, Safety and Physical Education

#### *Unchecked answers*

*None.*

Explanation for any standards checked:

The District is currently involved in completing the Chapter 339 Guidance Plan K-12. Through the curriculum revision process, we continue to adjust the ELA curriculum to meet the PA Core Standards. Members of our Health and Wellness faculty have been selected by PDE to participate in writing lesson plans that will be available on the SAS.

## Curriculum

### *Planned Instruction*

#### Elementary Education-Primary Level

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

Procedures for measurement of mastery of the objectives of a planned course, instructional unit or interdisciplinary studies are identified.	Accomplished
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Processes used to ensure Accomplishment:

Evaluation of the curriculum, assessment, and student data are all used to ensure that the curriculum is accomplished. Curriculum is a working document that is modified regularly based on local needs, state mandates and student achievement on both local and standardized assessments.

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

*This narrative is empty.*

### Elementary Education-Intermediate Level

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

Processes used to ensure Accomplishment:

Examination of the curriculum, assessments, student data and discussions with teachers during team meetings are all used to ensure that the curriculum is accomplished.

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

*This narrative is empty.*

### Middle Level

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

course, instructional unit or interdisciplinary studies are identified.	
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Processes used to ensure Accomplishment:

The Northern Lehigh School District curriculum includes locally developed assessments that are clearly tied to the approved course content, the PA common core standards, and the PSSA. High academic expectations are applied to all students. Curriculum is built on solid best practices and is used by classroom teachers.

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

*This narrative is empty.*

### High School Level

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

Processes used to ensure Accomplishment:

The Northern Lehigh School District utilizes the SAS for the curriculum framework to drive curriculum.

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

*This narrative is empty.*

### ***Modification and Accommodations***

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

Planned instruction addresses the needs of all learners by providing modifications and accommodations for varying ability levels. The Northern Lehigh School District develops a general education curriculum and instruction based on differentiation strategies so that

students have access to and can master a rigorous standards aligned curriculum. Teachers use instructional strategies to engage all students in the learning process.

## Instruction

### *Instructional Strategies*

#### *Checked Answers*

- Formal classroom observations focused on instruction
- Walkthroughs targeted on instruction
- Annual Instructional evaluations
- Peer evaluation/coaching
- Instructional Coaching

#### *Regular Lesson Plan Review*

##### *Checked Answers*

- Administrators
- Building Supervisors
- Instructional Coaches
- Not Reviewed

##### *Unchecked Answers*

- Department Supervisors

Provide brief explanation of LEA's process for incorporating selected strategies.

The Danielson Framework provides the basis for providing a model for ensuring that instruction is aligned to standards, and teaching is based on the learning needs of each student. The District has a differentiated supervision plan that identifies a variety of supervisory and evaluative methods used to monitor instructional strategies used by the professional staff. The District is using the new Teacher Effectiveness model to complete teacher evaluations.

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

All building level principals and central office administrators engage in the incorporation of strategies which ensure consistent and pervasive standards aligned instruction. The District does not have instructional coaches or department supervisors.

### *Responsiveness to Student Needs*

#### **Elementary Education-Primary Level**

Instructional Practices	Status
Structured grouping practices are used to meet student needs.	Implemented in

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

If necessary, provide further explanation. (Required explanation if column selected was No further explanation is necessary.)

### Elementary Education-Intermediate Level

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

If necessary, provide further explanation. (Required explanation if column selected was No further explanation is necessary.)

### Middle Level

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

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

No further explanation is necessary.

### High School Level

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

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

No further explanation is necessary.

### Recruitment

Describe the process you implement to recruit and assign the most effective and highly qualified teachers in order to meet the learning needs of students who are below proficiency or are at risk of not graduating.

The Northern Lehigh School District recognizes that teacher quality has a major impact on student achievement. A systematic process is in place for recruiting and evaluating teacher candidates for positions in the District. This system ensures that an appropriately state certified teacher is in every classroom. There is a support system in place for early career teachers and administrators. High quality professional development is tied to the needs of both staff and students.

### Assessments

#### Local Graduation Requirements

Course Completion	SY 19/20	SY 20/21	SY 21/22
Total Courses	26.00	26.00	26.00
English	4.00	4.00	4.00
Mathematics	4.00	4.00	4.00

Social Studies	4.00	4.00	4.00
Science	3.00	3.00	3.00
Physical Education	1.50	1.50	1.50
Health	1.50	1.50	1.50
Music, Art, Family & Consumer Sciences, Career and Technical Education	4.00	4.00	4.00
Electives	4.00	4.00	4.00
Minimum % Grade Required for Credit (Numerical Answer)	60.00	60.00	60.00

### *Graduation Requirement Specifics*

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

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

### *Unchecked answers*

- Locally approved and administered assessments, which shall be independently and objectively validated once every 6 years. Local assessments may be designed to include a variety of assessment strategies listed in ? 4.52(c) and may include the use of one or more Keystone Exams. Except for replacement of individual test items that have a similar level of difficulty, a new validation is required for any material changes to the assessment. Validated local assessments must meet the following standards:
  - I. Alignment with the following State academic standards: English Language Arts (Literature and Composition); Mathematics (Algebra I) and Environment and Ecology (Biology).
  - II. Performance level expectations and descriptors that describe the level of performance required to achieve proficiency comparable to that used for the Keystone Exams.
  - III. Administration of the local assessment to all students, as a requirement for graduation, except for those exempted by their individualized education program under subsection (g), regarding special education students, or

gifted individualized education plan as provided in ? 16.32 (relating to GIEP).

- IV. Subject to appropriations provided by law, the cost to validate local assessments shall be evenly divided between the school district, AVTS or charter school, including a cyber-charter school, and the Department. If the Department does not provide sufficient funding to meet its share, local assessments submitted for validation shall be deemed valid until a new validation is due to the Department.
  - V. The Department will establish a list of entities approved to perform independent validations of local assessments in consultation with the Local Assessment Validation Advisory Committee as provided in ? 4.52(f).
  - VI. School boards shall only approve assessments that have been determined to meet the requirements of this subsection by an approved entity performing the independent validation. If a school district, AVTS or charter school, including a cyber-charter school, uses a local assessment that has not been independently validated, the Secretary will direct the school entity to discontinue its use until the local assessment is approved through independent validation by an approved entity.
- Completion of an Advanced Placement exam or International Baccalaureate exam that includes academic content comparable to the appropriate Keystone Exam at a score established by the Secretary to be comparable to the proficient level on the appropriate Keystone Exam.
  - Not Applicable. Our LEA does not offer High School courses.

### *Local Assessments*

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

Health, Safety and Physical Education		X				X
History		X				X
Science and Technology and Engineering Education		X				X
World Language		X				X

### *Methods and Measures*

#### **Summative Assessments**

<b>Summative Assessments</b>	<b>EEP</b>	<b>EEI</b>	<b>ML</b>	<b>HS</b>
PSSA		X	X	
Keystone Exams			X	X
End of chapter or unit tests	X	X	X	X
Report Card grades	X	X	X	X
Teacher Developed Assessments	X	X	X	X
Portfolio of Student Work	X	X	X	X
PASA		X	X	X
Publisher Assessments	X	X	X	X
Subject Area Final Exams				X
Projects	X	X	X	X
NOCTI				X
Subject Area Midterm Exams				X
Writing Samples/Compositions	X	X	X	X
Journals	X	X	X	X
Research Projects	X	X	X	X
Oral Presentations	X	X	X	X
Keystone PBA (Project Based Assessments)				X
Advanced Placement (AP) Assessments				X
WIDA ACCESS for ELLs	X	X	X	X
Works of art, musical, theatrical or dance performance	X	X	X	X
Science Experimental Labs	X	X	X	X
SAT				X
PSAT				X
Textbook Assessments	X	X	X	X

#### **Benchmark Assessments**

<b>Benchmark Assessments</b>	<b>EEP</b>	<b>EEI</b>	<b>ML</b>	<b>HS</b>
DIBELS	X			
AIMSweb		X		

Study Island	X	X	X	X
STAR		X	X	
easyCBM Math	X			
USA Test Prep				X

### Formative Assessments

Formative Assessments	EEP	EEI	ML	HS
Multitude of in-class formatives on a daily basis	X	X	X	X
Diagnostic Assessments	X	X	X	X
Fitness Assessments	X	X	X	X
Progress Monitoring	X	X	X	X
Scientific Experiments			X	X
Textbook Assessments	X	X	X	X
Works of Art	X	X	X	X

### Diagnostic Assessments

Diagnostic Assessments	EEP	EEI	ML	HS
Math and Spelling pre-tests	X	X		
DIBELS	X			
Math Beginning of the Year Inventory Test	X			
Textbook Assessments	X	X	X	X
Oral Retellings	X	X		
Running Records	X			
Textbook Assessments	X	X	X	X
CDT (Classroom Diagnostic Tools)		X		
Pre/Post Diagnostic Assessments		X	X	X
Kindergarten Screening	X			

### *Validation of Implemented Assessments*

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

Provide brief explanation of your process for reviewing assessments.

As part of the District's curriculum process, assessments are reviewed through the curriculum teams consisting of teachers and administrators.

### **ASSESSMENT BELIEFS**

Assessment and evaluation are processes that evolve and change over time. We continually seek to improve how we assess students and how we use assessment results.

Sound assessment practice calls for gathering of information from multiple sources over time.

Assessment should focus on student growth with improvements over time.

Assessment data should be used by school personnel to develop action plans for improving student achievement and learning.

The assessment data should be shared with students, parents, teachers and the public in a way that is understandable and meaningful.

### *Development and Validation of Local Assessments*

If applicable, explain your procedures for developing locally administered assessments and how they are independently and objectively validated every six years.

N/A

### *Collection and Dissemination*

Describe your system to collect, analyze and disseminate assessment data efficiently and effectively for use by LEA leaders and instructional teams.

Through curriculum delivery which is differentiated, targeted interventions, and data analysis, students will reach proficiency as measured by the state and other assessments. The District will utilize benchmark testing, PSSA results, and other locally administered assessments in order to make informed decisions about instruction. Software programs such as DIBELS, STAR and Study Island are utilized throughout the year as a source of student data. By knowing each student's strengths and weaknesses, teachers will be able to use data to differentiate instruction for all students. Building level data teams with teachers and administrators, will review results and incorporate student data into data action plans that target student's instructional needs. The building level data teams address the learning at the classroom level, grade level, and student level.

### *Data Informed Instruction*

Describe how information from the assessments is used to assist students who have not demonstrated achievement of the academic standards at a proficient level or higher.

The District has implemented the MTSS model for support services. The Northern Lehigh School District provides early intervention services to its regular education population through Multi-Tiered Systems of Support techniques, direct instruction, and utilization of scientifically-based research strategies. Information from assessments is used to assist students who have not demonstrated achievement of the academic standards at a proficient level or higher. Guided reading, leveled math groups, intervention groups, remedial reading, and specially designed instruction are all used to provide additional instruction in targeted skills. After school tutoring is also available. For those students who are not proficient in their Keystone Exams, teachers provide additional instruction. The use of PVAAS data enables administration and teachers to examine students' achievement and examine the data for growth. Teachers are able to analyze each anchor, thereby allowing for focused and differentiated instruction.

The least restrictive environment is the first option considered when discussing student placements. The goal of the District is for each student to make progress each year and to perform on grade level. The District is committed to providing full day kindergarten. Title I services are available for students in kindergarten through sixth grade.

### *Assessment Data Uses*

<b>Assessment Data Uses</b>	<b>EEP</b>	<b>EEL</b>	<b>ML</b>	<b>HS</b>
Assessment results are reported out by PA assessment anchor or standards-aligned learning objective.	X	X	X	X
Instructional practices are identified that are linked to student success in mastering specific PA assessment anchors, eligible content or standards-aligned learning objectives.	X	X	X	X
Specific PA assessment anchors, eligible content or standards-aligned learning objectives are identified for those students who did not demonstrate sufficient mastery so that teachers can collaboratively create and/or identify instructional strategies likely to increase mastery.	X	X	X	X
Instructional practices modified or adapted to increase student mastery.	X	X	X	X

Provide brief explanation of the process for incorporating selected strategies.

Student learning remains the core of education. To accomplish this goal, the District provides an aligned and rigorous curriculum that is assessed regularly. Adequate resources and professional development are provided to address identified needs. Professional Learning Communities (PLCs) will continue in all buildings in the District. Progress is

measured by local, state, and national assessments. The District uses grouping, remediation, enrichment and MTSS to provide focused instruction in identified areas.

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

N/A

### *Distribution of Summative Assessment Results*

<b>Distribution Methods</b>	<b>EEP</b>	<b>E EI</b>	<b>ML</b>	<b>HS</b>
Course Planning Guides			X	X
Directing Public to the PDE & other Test-related Websites	X	X	X	X
Individual Meetings	X	X	X	X
Letters to Parents/Guardians	X	X	X	X
Local Media Reports	X	X	X	X
Website	X	X	X	X
Meetings with Community, Families and School Board	X	X	X	X
Mass Phone Calls/Emails/Letters	X	X	X	X
Newsletters	X	X	X	X
Press Releases	X	X	X	X
School Calendar	X	X	X	X
Student Handbook	X	X	X	X

Provide brief explanation of the process for incorporating selected strategies.

The District provides information about student achievement to the public in a variety of ways. The District mails individual student PSSA reports to parents on a yearly basis. Keystone Exam results are sent home to students and parents after the completion of each Keystone Exam. Teachers report on individual student progress during parent-teacher conferences. Both the District and building principals share the responsibility of ensuring that our school community receives information regarding summative assessments.

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

The local newspapers publish information about individual school district performance. The District uses the District web site to direct the community to the Pennsylvania Department of Education web site for district assessment results by providing links on the home page as well as building level pages.

## Safe and Supportive Schools

### *Assisting Struggling Schools*

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

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

The Northern Lehigh School District utilizes Multi-Tiered Systems of Support and has incorporated concepts from Professional Learning Communities in order to assist students in making further progress. Universal screening is implemented in each elementary school. Each building has a data team that systematically reviews the data and develops ways to help students who fall out of the benchmark. The data is utilized to determine which students are in need of additional supports and/or interventions. Our data teams monitor student progress to ensure that interventions are effective in addressing student needs. Goals and actions are adjusted if needed to insure goal attainment. Coordinated curriculum development using the Core Curriculum is monitored as data teams analyze gaps or voids. Professional development supports continued growth.

### *Programs, Strategies and Actions*

<b>Programs, Strategies and Actions</b>	<b>EEP</b>	<b>EEl</b>	<b>ML</b>	<b>HS</b>
Biennially Updated and Executed Memorandum of Understanding with Local Law Enforcement	X	X	X	X
School-wide Positive Behavioral Programs		X		
Conflict Resolution or Dispute Management	X	X	X	X
Peer Helper Programs	X	X	X	X
Safety and Violence Prevention Curricula	X	X	X	X
Student Codes of Conduct	X	X	X	X
Comprehensive School Safety and Violence Prevention Plans	X	X	X	X
Purchase of Security-related Technology	X	X	X	X
Student, Staff and Visitor Identification Systems	X	X	X	X
Placement of School Resource Officers				
Student Assistance Program Teams and Training	X	X	X	X
Counseling Services Available for all Students	X	X	X	X
Internet Web-based System for the Management of Student Discipline	X	X	X	X

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

School-wide Positive Behavior Programs are being implemented in grades K-12. This professional development will continue over the next few years. The District lacks the financial resources to employ a School Resource Officer (SRO). The District works closely with the local and state police department to support the schools in maintaining a safe and orderly environment.

### *Screening, Evaluating and Programming for Gifted Students*

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

The Northern Lehigh School District spreads awareness annually within the community to inform families of gifted support services in a variety of ways. Links to information regarding gifted services are made available on the district homepage. As well, this information is included in the student handbooks for all grade levels. Additionally, gifted services information is published in the Times News, along with two local news publications, at the beginning of each school year.

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

The Northern Lehigh School District currently embraces an MTSS model of addressing student needs, whether that be for additional services to make educational progress or enrichment to provide challenges for all of our students. As a part of this model, regular data meetings are held to discuss student progress and potential modifications in academic programming. At these meetings, if a student is demonstrating superior academic performance, enrichment options are explored. Currently, Northern Lehigh School District offers accelerated courses for students and at the elementary level, homogeneous grouping for instruction. Should a student consistently demonstrate academic superiority and academic excellence, a multidisciplinary team meeting or parent conference is held to discuss student strengths and potential options to explore further academic enrichment. The data reviewed for the purpose of this meeting includes universal screeners (AIMSWeb, DIBELS, etc.) and student performance in meeting or exceeding grade level standards (e.g., Study Island, PSSA, etc.). Once the team convenes and reviews all of the aforementioned data, a decision is made to determine if the current academic program is sufficient to meet the student's needs, including higher level thinking skills, creativity, interest in particular areas, student acquisition/retention of material, etc.

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

If after the review of existing data, the team believes further evaluation is necessary, a permission to evaluate will be issued to determine student learning strengths and potential need for gifted services. This evaluation is comprised of parent/teacher input (including the gifted rating scales) to outline student learning strengths, rate of acquisition and retention of material, and demonstration of characteristics of students who are "mentally gifted" including intense academic interest, technology expertise, higher level thinking skills, creativity, etc. In addition, gifted evaluations include an intellectual assessment and academic assessment to determine cognitive learning strengths and academic functioning (e.g., grade level), compared to their peers. If after the evaluation is complete, the student qualifies for gifted services, a GIEP

is generated to provide the student with educational supports, specially designed instruction/accommodations and enrichment opportunities. Furthermore, information include in the GIEP includes an interest survey completed by the student to determine potential areas for accelerated instruction and independent learning opportunities. However, if the student does not qualify for gifted support services, the multidisciplinary team will convene to determine the manner to best meet the student's need for enrichment and challenge (when and if necessary) within the regular education environment.

**Describe the gifted programs\* being offered that provide opportunities for acceleration, enrichment or both. \*The word "programs" refers to the continuum of services, not one particular option.**

Currently Northern Lehigh School District offers accelerated programming and instruction to students in the regular education setting. For students receiving gifted support services, a continuum of services are offered both within the general education classroom as well as in a smaller group setting. Within the general education classroom, students are offered specially designed instruction which may include differentiated instruction based on student interests, style, process, and product. Northern Lehigh School District also offers curriculum compacting should students demonstrate mastery of grade-level skills being instructed in class. By adhering to this philosophy, students are able to progress through the curriculum at their individualized pace. In conjunction with curriculum compacting, students are offered dual enrollment opportunities and distance learning through online courses to ensure their academic strengths and interests are being met. In addition to these opportunities offered within the general education classroom, students regularly meet with the gifted facilitator to work on independent projects, review progress, explore academic extensions to classroom information, and provide further higher-level learning opportunities in a small group or individualized setting.

### *Developmental Services*

<b>Developmental Services</b>	<b>EEP</b>	<b>EEI</b>	<b>ML</b>	<b>HS</b>
Academic Counseling	X	X	X	X
Attendance Monitoring	X	X	X	X
Behavior Management Programs	X	X	X	X
Bullying Prevention	X	X	X	X
Career Awareness	X	X	X	X
Career Development/Planning	X	X	X	X
Coaching/Mentoring	X	X	X	X
Compliance with Health Requirements -i.e., Immunization	X	X	X	X
Emergency and Disaster Preparedness	X	X	X	X
Guidance Curriculum	X	X	X	X
Health and Wellness Curriculum	X	X	X	X
Health Screenings	X	X	X	X
Individual Student Planning	X	X	X	X
Nutrition	X	X	X	X
Orientation/Transition	X	X	X	X
RTII/MTSS	X	X		

Wellness/Health Appraisal	X	X	X	X
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Explanation of developmental services:

Coaching and mentoring is applied through the Instructional Support or Positive Behavior Support programs.

### *Diagnostic, Intervention and Referral Services*

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

Explanation of diagnostic, intervention and referral services:

Counseling regarding academic performance is available at all levels.

### *Consultation and Coordination Services*

<b>Consultation and Coordination Services</b>	<b>EEP</b>	<b>EEI</b>	<b>ML</b>	<b>HS</b>
Alternative Education	X	X	X	X
Case and Care Management	X	X	X	X
Community Liaison	X	X	X	X
Community Services Coordination (Internal or External)	X	X	X	X
Coordinate Plans	X	X	X	X
Coordination with Families (Learning or Behavioral)	X	X	X	X
Home/Family Communication	X	X	X	X
Managing Chronic Health Problems	X	X	X	X
Managing IEP and 504 Plans	X	X	X	X
Referral to Community Agencies	X	X	X	X

Staff Development	X	X	X	X
Strengthening Relationships Between School Personnel, Parents and Communities	X	X	X	X
System Support	X	X	X	X
Truancy Coordination	X	X	X	X

Explanation of consultation and coordination services:

The Northern Lehigh School District is currently receiving Truancy Prevention Services from Pinebrook Family Services. The Student Truancy Outreach Program (STOP) is being provided through a grant from Lehigh County. This new program provides outreach and in-home services to our elementary school children and families who are struggling with absenteeism and truancy issues.

### *Communication of Educational Opportunities*

<b>Communication of Educational Opportunities</b>	<b>EEP</b>	<b>EEI</b>	<b>ML</b>	<b>HS</b>
Course Planning Guides			X	X
Directing Public to the PDE & Test-related Websites	X	X	X	X
Individual Meetings	X	X	X	X
Letters to Parents/Guardians	X	X	X	X
Local Media Reports	X	X	X	X
Website	X	X	X	X
Meetings with Community, Families and Board of Directors	X	X	X	X
Mass Phone Calls/Emails/Letters	X	X	X	X
Newsletters	X	X	X	X
Press Releases	X	X	X	X
School Calendar	X	X	X	X
Student Handbook	X	X	X	X

### *Communication of Student Health Needs*

<b>Communication of Student Health Needs</b>	<b>EEP</b>	<b>EEI</b>	<b>ML</b>	<b>HS</b>
Individual Meetings	X	X	X	X
Individual Screening Results	X	X	X	X
Letters to Parents/Guardians	X	X	X	X
Website	X	X	X	X
Meetings with Community, Families and Board of Directors	X	X	X	X
Newsletters	X	X	X	X
School Calendar	X	X	X	X
Student Handbook	X	X	X	X

### *Frequency of Communication*

#### **Elementary Education - Primary Level**

- Monthly

#### **Elementary Education - Intermediate Level**

- Monthly

#### **Middle Level**

- Monthly

#### **High School Level**

- Monthly

### *Collaboration for Interventions*

Describe the collaboration between classroom teachers and individuals providing interventions regarding differing student needs and academic progress.

Through a combination of formal and informal communication, teachers, students, parents, and administration collaborate on individual student progress. In every school, teachers and administrators are part of a team that meets regularly to review student progress and implement remediation or intervention as needed.

### *Community Coordination*

Describe how you accomplish coordination with community operated infant and toddler centers, as well as preschool early intervention programs. In addition, describe the community coordination with the following before or after school programs and services for all grade levels, including pre-kindergarten, if offered, through grade 12.

1. Child care
2. After school programs
3. Youth workforce development programs
4. Tutoring

The District works in coordination with our local YMCA to provide before and after school child care for our elementary students. The YMCA uses the elementary school's facilities to provide a safe and convenient program for our Northern Lehigh students. The District also works with our local childcare programs to plan transportation to these facilities.

At the elementary level, tutoring is provided every Wednesday afternoon, for students who need support. The District provides the transportation for these students. At the Middle School and High School tutoring is provided after school as a teacher deems necessary. The Bigs and Littles Program, is provided through funding from the Northern Lehigh Education Foundation. In this program, Northern Lehigh High School students are paired with our

elementary school students to enjoy the company of one another in the after school program. Northern Lehigh educators supervise the Bigs and Littles Program. The District is involved with the transition of early intervention students to District programs. District personnel attend meetings with families to explain the transition process.

### *Preschool Agency Coordination*

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

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

The District collaborates with community agencies and providers for Early Intervention Services through the Carbon Lehigh Intermediate Unit. The Intermediate Unit then coordinates transition services for students entering Kindergarten or upon entering District schools to ensure access to needed services and programs.

The District houses a pre-school classroom. Community Services for Children/Head Start is the provider.

Local pre-school directors and day care providers are invited to visit our K-2 elementary school. Each year the District provides professional development on a topic that is usually requested by the pre-school/day care providers. The most recent topic was the PA Core Standards.

Our District offers a Meet the Teacher night for students entering school in the fall. This event offers students and their parents an opportunity to visit the Kindergarten classroom and meet their teacher. Students go for a short bus ride to become acclimated to bus regulations.

## **Materials and Resources**

### *Description of Materials and Resources*

#### **Elementary Education-Primary Level**

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

resources available	
Accessibility for students and teachers is effective and efficient	Accomplished
Differentiated and equitably allocated to accommodate diverse levels of student motivation, performance and educational needs	Developing

Provide explanation for processes used to ensure Accomplishment.

The K-6 program has a strong MTSS service delivery model in place.

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

*This narrative is empty.*

### Elementary Education-Intermediate Level

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

Provide explanation for processes used to ensure Accomplishment.

The K-6 program has a strong MTSS service delivery model in place.

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

*This narrative is empty.*

### Middle Level

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

Provide explanation for processes used to ensure Accomplishment.

Teachers representing various grade levels take part in the curriculum process, aligning to the standards, developing assessments, writing curriculum and creating lessons.

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

*This narrative is empty.*

### High School Level

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

Provide explanation for processes used to ensure Accomplishment.

The curriculum framework on the SAS is utilized for creating lesson plans.

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

*This narrative is empty.*

### SAS Incorporation

#### Elementary Education-Primary Level

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

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

Further explanation for columns selected "

The Northern Lehigh School District teachers are utilizing the SAS and have been for several years. Two of our Physical Education teachers have been selected by PDE to create resources for the SAS.

### Elementary Education-Intermediate Level

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

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

Further explanation for columns selected "

The Northern Lehigh School District teachers have been utilizing the resources available on the SAS for several years.

### **Middle Level**

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

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

Further explanation for columns selected "

The SAS is utilized as a strong resource for lesson planning and curriculum development.

**High School Level**

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

	classrooms
English Language Proficiency	Full Implementation
Interpersonal Skills	Implemented in 50% or more of district classrooms
School Climate	Implemented in 50% or more of district classrooms
World Language	Implemented in 50% or more of district classrooms

Further explanation for columns selected "

The District utilizes the SAS on a routine basis for resources for the classroom.

### *Early Warning System*

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

*Not answered*

## **Professional Education**

### *Characteristics*

<b>District's Professional Education Characteristics</b>	<b>EEP</b>	<b>EEI</b>	<b>ML</b>	<b>HS</b>
Enhances the educator's content knowledge in the area of the educator's certification or assignment.	X	X	X	X
Increases the educator's teaching skills based on effective practice research, with attention given to interventions for struggling students.	X	X	X	X
Increases the educator's teaching skills based on effective practice research, with attention given to interventions for gifted students.	X	X	X	X
Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision making.	X	X	X	X

Empowers educators to work effectively with parents and community partners.	X	X	X	X
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<b>District's Professional Education Characteristics</b>	<b>EEP</b>	<b>E EI</b>	<b>ML</b>	<b>HS</b>
Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other, as well as to Pennsylvania's academic standards.	X	X	X	X
Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for gifted students are aligned to each other, as well as to Pennsylvania's academic standards.	X	X	X	X
Provides leaders with the ability to access and use appropriate data to inform decision making.	X	X	X	X
Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.	X	X	X	X
Instructs the leader in managing resources for effective results.	X	X	X	X

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

The Northern Lehigh School District believes that it is critical for teachers and administrators to have ongoing and regular opportunities to learn from each other. Ongoing professional development keeps teachers and administrators up-to date on new research on how children learn, emerging technology tools for the classroom, and new curriculum resources. The best professional development is ongoing, experiential, collaborative, and connected to and derived from working with students. Research shows that the quality of teaching, and an inspiring and informed teacher, is the most important school-related factor influencing student achievement. Therefore it is critical to pay close attention to how we support our teachers.

Professional development helps to ensure that our educators continue to strengthen their practice throughout their career. The Northern Lehigh School District's professional development is often school based. The educators analyze student achievement data during the school year to immediately identify learning problems, develop solutions, and promptly address the student's needs. Professional education occurs in a variety of formats which include: In-service opportunities, Common Professional Time, continuing higher education, professional development seminars, webinars, workshops, faculty meetings are focused on PD, professional book studies have been encouraged as part of the Differentiated Supervision Model, etc.

Prior to the start of each school year, administrators collectively discuss and determine the initiatives for the next year's professional development.

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

N/A

### ***Educator Discipline Act 126, 71***

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

<b>Questions</b>
The LEA has conducted the required training on:
8/19/2013 Facilitated by CLIU21 (3 hours)
8/21/2018 Done online through Safe Schools (1 hour)
8/22/2018 Done online through Safe Schools (2 hours)
The LEA plans to conduct the required training on approximately:
8/21/2019 As needed for new employees, online through Safe Schools
8/19/2020 As needed for new employees, online through Safe Schools
8/18/2021 As needed for new employees, online through Safe Schools

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

<b>Questions</b>
The LEA has conducted the training on:
6/3/2017 School Psychologist and School Counselor
8/23/2017 School Psychologist and School Counselor
1/15/2018 School Psychologist and School Counselor
The LEA plans to conduct the training on approximately:
8/21/2019 As needed for new employees, online through Safe Schools
8/19/2020 As needed for new employees, online through Safe Schools
8/18/2021 As needed for new employees, online through Safe Schools

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

<b>Questions</b>
The LEA has conducted the training on:
6/3/2017 School Psychologist and School Counselor
8/23/2017 School Psychologist and School Counselor
1/15/2018 School Psychologist and School Counselor
The LEA plans to conduct the training on approximately:
8/21/2019 As needed for new employees, online through Safe Schools
8/19/2020 As needed for new employees, online through Safe Schools
8/18/2021 As needed for new employees, online through Safe Schools

## *Strategies Ensuring Fidelity*

### *Checked answers*

- Professional Development activities are based upon detailed needs assessments that utilize student assessment results to target instructional areas that need strengthening.
- Using disaggregated student data to determine educators' learning priorities.
- Professional Development activities are based upon detailed needs assessments that utilize student assessment results to target curricular areas that need further alignment.
- Professional Development activities are developed that support implementation of strategies identified in your action plan.
- Clear expectations in terms of teacher practice are identified for staff implementation.
- An implementation evaluation is created, based upon specific expectations related to changes in teacher practice, which is used to validate the overall effectiveness of the professional development initiative.
- The LEA has a systemic process that is used to validate whether or not providers have the capacity to present quality professional development.
- Administrators participate fully in all professional development sessions targeted for their faculties.
- Every Professional development initiative includes components that provide ongoing support to teachers regarding implementation.
- The LEA has an ongoing monitoring system in place (i.e. walkthroughs, classroom observations).
- Professional Education is evaluated to show its impact on teaching practices and student learning.

### *Unchecked answers*

*None.*

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

The District develops a professional development plan which is part of the Comprehensive Plan. Patterns of achievement, concerns and systemic challenges are reviewed as part of the comprehensive planning process. In addition to the development of a Comprehensive Plan, this process occurs on an annual basis in a continuous improvement model. These areas of focus for professional development are identified as part of this systemic review.

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

N/A

## *Induction Program*

### *Checked answers*

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

*Unchecked answers*

*None.*

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

A formalized teacher induction process is in place for the District. Inductees are assigned a teacher mentor who exemplifies the goals, objectives and competencies which are desirable for outstanding educators. Inductees meet with their mentor and administration for three days prior to the beginning of the school year. Specific goals for these meetings are established. Principals meet monthly with inductees and their mentors to insure that goals are being attained. Documentation of the process is maintained and submitted to the Assistant Superintendent at the end of the school year.

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

N/A

***Needs of Inductees***

*Checked answers*

- Frequent observations of inductee instructional practice by a coach or mentor to identify needs.
- Frequent observations of inductee instructional practice by supervisor to identify needs.
- Regular meetings with mentors or coaches to reflect upon instructional practice to identify needs.
- Student PSSA data.
- Standardized student assessment data other than the PSSA.
- Classroom assessment data (Formative & Summative).
- Inductee survey (local, intermediate units and national level).
- Review of inductee lesson plans.
- Review of written reports summarizing instructional activity.
- Submission of inductee portfolio.
- Knowledge of successful research-based instructional models.
- Information collected from previous induction programs (e.g., program evaluations and second-year teacher interviews).

*Unchecked answers*

*None.*

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

Principals provide clear and direct oversight of the inductees' progress within the teaching assignment. Formal and informal data sources are utilized to monitor the needs of the inductees in order to intervene and remediate if or when necessary. Each inductee submits an end-of-year Induction Program evaluation to give feedback on the process and to assess any lingering needs.

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

N/A

***Mentor Characteristics***

*Checked answers*

- Pool of possible mentors is comprised of teachers with outstanding work performance.

- Potential mentors have similar certifications and assignments.
- Potential mentors must model continuous learning and reflection.
- Potential mentors must have knowledge of LEA policies, procedures and resources.
- Potential mentors must have demonstrated ability to work effectively with students and other adults.
- Potential mentors must be willing to accept additional responsibility.
- Mentors must complete mentor training or have previous related experience (e.g., purpose of induction program and role of mentor, communication and listening skills, coaching and conferencing skills, problem-solving skills and knowledge of adult learning and development).
- Mentors and inductees must have compatible schedules so that they can meet regularly.

*Unchecked answers*

*None.*

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

Principals provide clear and direct oversight of the induction process. Formal and informal data sources are utilized to identify the best mentors based on the needs of the inductees. Discussions between the Assistant Superintendent and the principals are used to determine the best match of mentor to inductee, using the characteristics stated above.

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

N/A

***Induction Program Timeline***

<b>Topics</b>	<b>Aug-Sep</b>	<b>Oct-Nov</b>	<b>Dec-Jan</b>	<b>Feb-Mar</b>	<b>Apr-May</b>	<b>Jun-Jul</b>
Code of Professional Practice and Conduct for Educators	X	X	X	X	X	
Assessments	X	X	X	X	X	
Best Instructional Practices	X	X	X	X	X	
Safe and Supportive Schools	X	X	X	X	X	
Standards	X	X	X	X	X	
Curriculum	X	X	X	X	X	
Instruction	X	X	X	X	X	
Accommodations and Adaptations for diverse learners	X	X	X	X	X	
Data informed decision making	X	X	X	X	X	
Materials and Resources for Instruction	X	X	X	X	X	

If necessary, provide further explanation.

Gifted Education, 504 Service Agreements and Special Education topics have been added to the list of Induction topics.

### *Monitoring and Evaluating the Induction Program*

Identify the procedures for monitoring and evaluating the Induction program.

The principal meets with the inductee and mentor on a monthly basis. The principal intervenes as necessary to insure attainment of goals. The inductees are responsible for maintaining an activity log. At the end of the school year, the principal, mentor, and inductee, complete a program assessment survey regarding the strengths and weaknesses of the Induction Program. The surveys are submitted to the Assistant Superintendent for review. The Induction Program can be adjusted based on these suggestions.

### *Recording Process*

Identify the recording process for inductee participation and program completion. (Check all that apply)*Checked answers*

- Mentor documents his/her inductee's involvement in the program.
- A designated administrator receives, evaluates and archives all mentor records.
- School/LEA maintains accurate records of program completion and provide a certificate or statement of completion to each inductee who has completed the program.
- LEA administrator receives, tallies, and archives all LEA mentor records.
- Completion is verified by the LEA Chief Executive Officer on the Application for Level 2 Certification.

*Unchecked answers*

*None.*

## **Special Education**

### *Special Education Students*

Total students identified: **275**

### *Identification Method*

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

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

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

### *Enrollment*

Review the Enrollment Difference Status. If necessary, describe how your district plans to address any significant disproportionalities.

The data is publicly available via the PennData website. You can view your most recent report. The link is:

<https://penndata.hbg.psu.edu/PublicReporting/DataataGlance/tabid/2523/Default.aspx>

According to the 2016-2017 State Performance Plan there is more than a 10% discrepancy in the disability categories of Speech or Language Impairment and Autism. Northern Lehigh School District is a small rural school district. Some disadvantages of this district are limited preschool opportunities, little to no commercial industry, lack of local mental health services, and a high percentage of students receiving free or reduced lunch (47%). We believe that these are significant factors which may skew the data in our State Performance Plan. Since the 2010 school year, our percentage of students identified as Speech or Language Impairment has decreased by nearly 7%. Northern Lehigh School District has subcontracted with a private speech and language provider. This change in service provider, coupled with a movement to provide services and intervention within the general education environment, has led to decreases in the overall percentage. In addition to the above mentioned factors, we as a district have seen an increase in the number of students receiving Early Intervention Services under the label of Developmental Delay. Since this label does not translate to school-aged programming, should these students continue to qualify, we have seen an increase in the labeling of children under school-age disability categories such as Autism, Other Health Impairment, etc. Northern Lehigh School District will continue to monitor the evaluation process, as well as the primary exceptionalities of students, to ensure our students receive the most appropriate supports and services. As

always, Northern Lehigh School District will continue to provide educational opportunities that are based upon student needs exhibited within the educational environment, not solely their disability category.

### *Non-Resident Students Oversight*

1. How does the District meet its obligation under Section 1306 of the Public School Code as the host District at each location?
2. How does the District ensure that students are receiving a free appropriate public education (FAPE) in the least restrictive environment (LRE)?
3. What problems or barriers exist which limit the District's ability to meet its obligations under Section 1306 of the Public School Code?

Northern Lehigh School District does not have any facilities within our district boundaries. The district is aware that should such an institution move into our district we would work collaboratively with said institution to ensure we continue to meet our established Child Find and FAPE obligations. There are currently, no barriers that exist which limit the districts ability to meet its obligation under Section 1306 of the Public School Code.

### *Incarcerated Students Oversight*

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

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

### *Least Restrictive Environment*

1. Describe the District procedures, which ensure that, to the maximum extent appropriate, children with disabilities, including those in private institutions, are educated with non-disabled children, and that removal from the regular education environment only occurs when education in that setting with supplementary aids and services, cannot be achieved satisfactorily.
2. Describe how the District is replicating successful programs, evidence-based models, and other PDE sponsored initiatives to enhance or expand the continuum of supports/services and education placement options available within the District to support students with disabilities access the general education curriculum in the least restrictive environment (LRE). (Provide information describing the manner in which the District utilizes site-based training, consultation and technical assistance opportunities available through PDE/PaTTAN, or other public or private agencies.)

3. Refer to and discuss the SPP targets and the district's percentages in the Indicator 5 section - Educational Environments. Also discuss the number of students placed out of the district and how those placements were determined to assure that LRE requirements are met.

An LEA representative attends every IEP meeting, including those held in locations outside the district, to ensure that every eligible student is provided the supports and services necessary to remain included with non-disabled peers to the maximum extent possible. During meetings, the team makes every effort to ensure that students with disabilities are to be educated with their non-disabled peers and are removed from the regular education environment only when the child's education in that setting with supplementary aids and services is not showing satisfactory progress.

Northern Lehigh has Learning Support , Life Skills Support and Emotional Support Programs at every grade level. The Emotional Support Program will continue to expand as supports needed have increased. The high school has co-taught classes. As a result, our students are integrated more into the general curriculum in a regular education classroom. K-12 learning support and emotional support students are fully included for science, social studies, and non-academic subjects. Many of our learning support students are integrated into math, reading, and English. Carbon Lehigh Intermediate Unit programs are utilized for students who are unable to be successfully included into district run programs. All related services with the exception of transportation, occupational therapy and speech and language therapy are contracted with the IU. The district contracts occupational and speech and language services from Pediatric Therapeutic Services.

Learning Support Staff from K-6 have been trained in Wonders for Reading. Northern Lehigh has implemented E-Visions interactive math program for grades K-3 and Eureka math in grades 4-6. Both special education and regular education staff collaborate to provide supplemental aides and services as well as standards aligned curriculum. Supplementary Aids and Services that are available to students are as follows (not all inclusive list):

- Modified curriculum
- adapted, modified, alternative tests, assignments, and/or homework
- assistive technology
- adapted materials at the students' instructional level
- use of research based direct instruction alternative curriculum
- study guides to aid in chunking of material
- flexible grouping
- alternative test setting
- preferential seating

- adaptive equipment
- social skills instruction
- scheduled positive reinforcement
- positive behavior support plans
- monthly and/or weekly collaboration among district and IU staff
- co-teaching

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

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

### *Behavior Support Services*

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

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

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

### *Intensive Interagency/Ensuring FAPE/Hard to Place Students*

1. If the LEA is having difficulty ensuring FAPE for an individual student or a particular disability category, describe the procedures and analysis methods used to determine gaps in the continuum of special education supports, services and education placement options available for students with disabilities.
2. Include information detailing successful programs, services, education placements as well as identified gaps in current programs, services, and education placements not available within the LEA. Include an overview of services provided through interagency collaboration within the LEA.
3. Discuss any expansion of the continuum of services planned during the life of this plan.

Students with Autism at the secondary level are difficult to place into a transition program that is appropriate. The district utilizes area resources, agencies, and businesses, as well as the services of the Carbon Lehigh Intermediate Unit and their transition specialists to

maintain appropriate placements for all students. In recent years with the addition of VIA, OVR, SEED, and ARCH, students have had paid opportunities. Often the behaviors impede successful continuation within the programs, and coordination with mental health agencies are helpful in supporting such students.

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

# Assurances

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## Safe and Supportive Schools Assurances

The LEA has verified the following Assurances:

- Implementation of a comprehensive and integrated K-12 program of student services based on the needs of its students. (in compliance with [§ 12.41\(a\)](#))
- Free Education and Attendance (in compliance with [§ 12.1](#))
- School Rules (in compliance with [§ 12.3](#))
- Collection, maintenance and dissemination of student records (in compliance [§ 12.31\(a\)](#) and [§ 12.32](#))
- Discrimination (in compliance with [§ 12.4](#))
- Corporal Punishment (in compliance with [§ 12.5](#))
- Exclusion from School, Classes, Hearings (in compliance with [§ 12.6](#), [§ 12.7](#), [§ 12.8](#))
- Freedom of Expression (in compliance with [§ 12.9](#))
- Flag Salute and Pledge of Allegiance (in compliance with [§ 12.10](#))
- Hair and Dress (in compliance with [§ 12.11](#))
- Confidential Communications (in compliance with [§ 12.12](#))
- Searches (in compliance with [§ 12.14](#))
- Emergency Care and Administration of Medication and Treatment (in compliance with [35 P.S. § 780-101—780-144](#))
- Parents or guardians are informed regarding individual survey student assessments and provided a process for refusal to participate (consistent with [§ 445 of the General Education Provisions Act \(20 U.S.C.A. § 1232h\)](#) and in compliance with [§ 12.41\(d\)](#))
- Persons delivering student services shall be specifically licensed or certified as required by statute or regulation (in compliance with [§ 12.41\(e\)](#))
- Development and Implementation of Local Wellness Program (in compliance with [Public Law 108-265, Section 204](#))
- Early Intervention Services System Act (if applicable) ([11 P.S. § 875-101—875-503](#))

- Establishment and Implementation of Student Assistance Programs at all of levels of the school system (in compliance with [24 PS § 15-1547](#))
- Acceptable Use Policy for Technology Resources
- Providing career information and assessments so that students and parents or guardians might become aware of the world of work and career options available.

## Special Education Assurances

The Local Education Agency (District) has verified the following Assurances:

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

## 24 P.S. §1306 and §1306.2 Facilities

*There are no facilities.*

## Least Restrictive Environment Facilities

Facility Name	Type of Facility	Type of Service	Number of Students Placed
Carbon Learning Adjustment School (IU Program)	Special Education Centers	Emotional Support	5
Whitehall High School	Neighboring School Districts	Life Skills Support	3
Behavioral Health Associates -- Packer Ridge	Other	Emotional Support	5
Behavioral Health Associates -- Educare	Other	Emotional Support	1
Lehigh Learning Adjustment School (IU Program)	Special Education Centers	Emotional Support	3
Delaware Avenue Enhanced Autism (IU Program)	Special Education Centers	Autistic Support	1
Northwestern Middle School (IU program)	Other	Multiple Disabilities Support	1
Parkland High School (IU program)	Other	Multiple Disabilities Support	1
Devereau	Other	Emotional Support	1
Hoffman Homes	Other	Emotional Support	1
Towamensing Elementary	Other	Emotional Support	1
Lehigh Learning Academy	Other	Learning Support	1
KidsPeace	Other	Emotional Support	1

## Special Education Program Profile

### Program Position #1 - Proposed Program

*Operator:* School District

#### PROPOSED PROGRAM INFORMATION

*Type:* Class

*Implementation Date:* August 27, 2018

#### PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	15 to 17	2	0.15
Locations:				
Northern Lehigh Senior High	A Senior High School Building	A special education Center in which no general education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	15 to 16	11	0.85
Locations:				

Northern Lehigh Senior High	A Senior High School Building	A special education Center in which no general education programs are operated		
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### Program Position #2 - Proposed Program

*Operator:* School District

#### PROPOSED PROGRAM INFORMATION

*Type:* Class

*Implementation Date:* August 29, 2016

*Justification:* Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

#### PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 18	13	0.9
Locations:				
Northern Lehigh Senior High	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	15 to 15	1	0.1
Locations:				
Northern Lehigh Senior High	A Senior High School Building	A building in which General Education programs are operated		

### Program Position #3 - Proposed Program

*Operator:* School District

#### PROPOSED PROGRAM INFORMATION

*Type:* Class

*Implementation Date:* August 27, 2018

#### PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	14 to 18	7	0.8
Locations:				
Northern Lehigh Senior High	A Senior High School Building	A building in which General Education programs are operated		

### Program Position #4 - Proposed Program

*Operator:* School District

#### PROPOSED PROGRAM INFORMATION

*Type:* Class

*Implementation Date:* August 29, 2016

#### PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 18	12	0.85
Locations:				
Northern Lehigh Senior High	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	16 to 18	2	0.15
Locations:				
Northern Lehigh Senior High	A Senior High School Building	A building in which General Education programs are operated		

**Program Position #5 - Proposed Program**

*Operator:* School District

**PROPOSED PROGRAM INFORMATION**

*Type:* Position

*Implementation Date:* August 31, 2015

*Justification:* Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 18	9	0.68
Locations:				
Northern Lehigh Senior High	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 15	4	0.32
Locations:				
Northern Lehigh Senior High	A Senior High School Building	A building in which General Education programs are operated		

**Program Position #6 - Proposed Program**

*Operator:* School District

**PROPOSED PROGRAM INFORMATION**

*Type:* Class

*Implementation Date:* August 29, 2016

*Justification:* Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	16 to 20	3	0.4
Justification: To keep the students in the home district.				
Locations:				
Northern Lehigh Senior High	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	18 to 18	1	0.1
Locations:				

Northern Lehigh School District	A Senior High School Building	A building in which General Education programs are operated		
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Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	18 to 18	1	0.1
Locations:				
Northern Lehigh Senior High	A Senior High School Building	A building in which General Education programs are operated		

### Program Position #7 - Proposed Program

*Operator:* School District

#### PROPOSED PROGRAM INFORMATION

*Type:* Class and Position

*Implementation Date:* August 28, 2017

#### PROGRAM SEGMENTS

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

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	12 to 15	3	0.25
Locations:				
Northern Lehigh Middle School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Autistic Support	12 to 15	3	0.25
Locations:				
Middle School	A Middle School Building	A building in which General Education programs are operated		

### Program Position #8

*Operator:* School District

#### PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	13 to 14	7	0.65
Locations:				
Northern Lehigh Middle School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	13 to 14	4	0.35

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

### Program Position #9 - Proposed Program

*Operator:* School District

#### PROPOSED PROGRAM INFORMATION

*Type:* Class

*Implementation Date:* August 29, 2016

*Justification:* Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

#### PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	12 to 14	3	0.3
Locations:				
Northern Lehigh Middle School	A Middle School Building	A building in which General Education programs are operated		

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

### Program Position #11 - Proposed Program

*Operator:* School District

#### PROPOSED PROGRAM INFORMATION

*Type:* Class

*Implementation Date:* August 29, 2016

*Justification:* Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

#### PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	8 to 9	2	0.1
Locations:				
Slatington Elementary	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	8 to 9	6	0.6
Locations:				
Slatington Elementary	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	8 to 9	2	0.3
Locations:				
Slatington Elementary	An Elementary School Building	A building in which General Education programs are operated		

#### Program Position #12 - Proposed Program

*Operator:* School District

##### PROPOSED PROGRAM INFORMATION

*Type:* Class

*Implementation Date:* August 29, 2016

*Justification:* Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

##### PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	11 to 12	9	0.68
Locations:				
Slatington Elementary	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	12 to 12	4	0.32
Locations:				
Slatington Elementary	An Elementary School Building	A building in which General Education programs are operated		

#### Program Position #13 - Proposed Program

*Operator:* School District

##### PROPOSED PROGRAM INFORMATION

*Type:* Class

*Implementation Date:* August 27, 2018

##### PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	10 to 11	8	0.88
Locations:				
Slatington Elementary	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	10 to 10	1	0.12
Locations:				
Slatington Elementary	An Elementary School Building	A building in which General Education programs are operated		

#### Program Position #14 - Proposed Program

*Operator:* School District

**PROPOSED PROGRAM INFORMATION**

*Type:* Class

*Implementation Date:* August 29, 2016

*Justification:* Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	9 to 10	5	0.75
Locations:				
Slatington Elementary	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	9 to 10	3	0.25
Locations:				
Slatington Elementary	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #15 - Proposed Program**

*Operator:* School District

**PROPOSED PROGRAM INFORMATION**

*Type:* Class

*Implementation Date:* August 29, 2016

*Justification:* Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	9 to 12	7	0.88
Locations:				
Slatington Elementary	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	9 to 9	1	0.12
Locations:				
Slatington Elementary	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #16 - Proposed Program**

*Operator:* School District

**PROPOSED PROGRAM INFORMATION**

*Type:* Class

*Implementation Date:* October 20, 2016

*Justification:* Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	6 to 8	3	0.75
Locations:				
Peters Elementary	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Life Skills Support	7 to 7	1	0.25
Locations:				
Peters Elementary	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #17 - Proposed Program**

*Operator:* School District

**PROPOSED PROGRAM INFORMATION**

*Type:* Class

*Implementation Date:* September 12, 2016

*Justification:* Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

**PROGRAM SEGMENTS**

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

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	5 to 8	2	0.25
Locations:				
Peters Elementary	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #18**

*Operator:* School District

**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	5 to 8	3	0.45
Locations:				
Peters	An Elementary School	A building in which General Education		

Elementary	Building	programs are operated		
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Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	5 to 8	4	0.55
Locations:				
Peters Elementary	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #19**

*Operator:* Outside Contractor for the School District

**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	5 to 8	32	1
Locations:				
Peters Elementary	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #20 - Proposed Program**

*Operator:* Outside Contractor for the School District

**PROPOSED PROGRAM INFORMATION**

*Type:* Class

*Implementation Date:* August 27, 2018

**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	8 to 12	17	1
Justification: Speech therapist pulls students into sessions by age/grade level -- not to exceed 3-year age range				
Locations:				
Slatington Elementary	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #21 - Proposed Program**

*Operator:* Outside Contractor for the School District

**PROPOSED PROGRAM INFORMATION**

*Type:* Class

*Implementation Date:* August 27, 2018

**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	12 to 15	9	0.26
Locations:				
Northern Lehigh Middle School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language	15 to 19	2	0.26

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

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	9 to 12	12	0.26
Locations:				
Slatington Elementary	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #22 - Proposed Program**

*Operator:* Intermediate Unit

**PROPOSED PROGRAM INFORMATION**

*Type:* Class

*Implementation Date:* August 27, 2018

**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Multiple Disabilities Support	16 to 20	4	0.7
Locations:				
Northern Lehigh Senior High	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Multiple Disabilities Support	16 to 20	3	0.3
Locations:				
Northern Lehigh High School	A Senior High School Building	A building in which General Education programs are operated		

**Program Position #23 - Proposed Program**

*Operator:* Intermediate Unit

**PROPOSED PROGRAM INFORMATION**

*Type:* Class

*Implementation Date:* September 5, 2016

*Justification:* Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Multiple Disabilities Support	11 to 14	5	0.75
Locations:				
Northern Lehigh Middle School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
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Supplemental (Less Than 80% but More Than 20%)	Multiple Disabilities Support	11 to 14	2	0.25
Locations:				
Northern Lehigh Middle School	A Middle School Building	A building in which General Education programs are operated		

**Program Position #24 - Proposed Program***Operator:* Intermediate Unit**PROPOSED PROGRAM INFORMATION***Type:* Class*Implementation Date:* August 27, 2018**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Multiple Disabilities Support	8 to 11	5	1
Locations:				
Slatington Elementary	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #25 - Proposed Program***Operator:* Intermediate Unit**PROPOSED PROGRAM INFORMATION***Type:* Class*Implementation Date:* August 29, 2016

*Justification:* Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Multiple Disabilities Support	5 to 7	6	0.8
Locations:				
Peters Elementary	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Multiple Disabilities Support	5 to 8	2	0.2
Locations:				
Peters Elementary	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #26 - Proposed Program***Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Class and Position*Implementation Date:* August 17, 2015**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	10 to 12	8	1
Justification: Northern Lehigh is a small district. Ours students are currently traveling sometimes 55 minutes to IU 21 classes. The students LRE would be better served in their community in a smaller class of their peers.				
Locations:				
Slatington Elementary	An Elementary School Building	A building in which General Education programs are operated		

#### Program Position #27 - Proposed Program

*Operator:* School District

#### PROPOSED PROGRAM INFORMATION

*Type:* Class

*Implementation Date:* August 29, 2016

#### PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	15 to 18	5	0.5
Locations:				
Northern Lehigh Senior High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Emotional Support	15 to 19	2	0.5
Locations:				
Northern Lehigh Senior High School	A Senior High School Building	A building in which General Education programs are operated		

### Special Education Support Services

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

### Special Education Contracted Services

Special Education Contracted Services	Operator	Amt of Time per Week
Speech and Language Therapist	Outside Contractor	5 Days

Speech and Language Therapist	Outside Contractor	5 Days
Speech and Language Therapist	Outside Contractor	4 Days
Certified Behavioral Analyst	Outside Contractor	1 Days
Occupational Therapist	Outside Contractor	5 Days
Physical Therapist	Intermediate Unit	1 Days

# Needs Assessment

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## Record School Patterns

### Question:

After reviewing school level accomplishments and systemic challenges, what patterns can you identify among your schools?

What other information do you still need to assess?

### Answer:

**PATTERN:** Achievement and growth scores for all of our buildings/grade levels/content areas/student groups are not consistently improving. While some do improve, others remain stagnant or decrease.

**NEEDED INFORMATION:** 2017-2018 state test results, PVAAS scores, and Future Ready PA Index. We also need to know if the curriculum needs to be realigned.

**PATTERN:** SWPBIS Tier 1 has been implemented across schools. Tier 2/Tier 3 intervention implementation differs by school.

**NEEDED INFORMATION:** We have the School-Wide Evaluation Tool (SET) results for some buildings, but not all. We need more data regarding implementation of Tier 2/Tier 3 in all buildings.

## District Accomplishments

### Accomplishment #1:

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Accomplishment #1:

Administrators and teachers are focused on continuously improving policies, procedures, programs and curriculum so that NLSD students get the best education possible.

### Accomplishment #2:

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Accomplishment #2:

Administrators, faculty and parents support rigorous curriculum and instruction that meets the needs of all students.

**Accomplishment #3:**

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**Accomplishment # 3:**

Effective communication between home and family exists via email, phone calls, the Connect-ED system, district and teacher webpages, parent access to student grades and assignments, parent-teacher conferences and other school events.

**Accomplishment #4:**

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**Accomplishment #4:**

Our district offers differentiated professional development based on the needs of each professional and support staff employee group. The PD is responsive to the needs of the participant, purposeful and ongoing. There is opportunity for reflection and feedback.

**Accomplishment #5:**

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**Accomplishment #5:**

Northern Lehigh has made the necessary investment in technology for the purpose of student learning. (Interactive whiteboards, Chromebooks, laptops/carts, wireless internet access)

**Accomplishment #6:**

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**Accomplishment #6:**

At all levels, student needs are evaluated on an individual basis. They are addressed via instructional support and student assistance teams. The student assistance teams help families to address the social and emotional health needs of students.

**Accomplishment #7:**

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**Accomplishment #8:**

Safety and bullying policies are in place and are updated regularly. There is a focus on ensuring that students feel that school is a safe environment in which to learn.

**Accomplishment #8:**

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**Accomplishment #9:**

All professionals and paraprofessionals meet the State's standards for being highly qualified.

## District Concerns

### Concern #1:

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#### Concern #1:

Achievement and growth scores for all of our buildings/grade levels/content areas/student groups are not consistently improving. While some do improve, others remain stagnant or decrease.

### Concern #2:

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#### Concern #2

Curriculum for all planned course is not clearly delineated. A district-wide curriculum audit process needs to be enacted and continued on a cycle so that curriculum is written, aligned to state standards, and revised regularly. The curricula for all courses is currently not shared with the larger school community. The amount of credits, not number of courses required to graduate, is published.

### Concern #3:

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#### Concern # 3

A positive behavior support system has been implemented across the district, however, it is not being implemented with fidelity, the tiers need to be better defined and expanded, and more professional development regarding SWPBIS for faculty is needed.

## Prioritized Systemic Challenges

**Systemic Challenge #1** (*Guiding Question #4*) Establish a district system that fully ensures high quality curricular assets (e.g. model curricula, learning progressions, units, lesson plans, and content resources) aligned with state standards and fully accessible to teachers and students.

### Aligned Concerns:

#### Concern #1:

Achievement and growth scores for all of our buildings/grade levels/content areas/student groups are not consistently improving. While some do improve, others remain stagnant or decrease.

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Concern #2

Curriculum for all planned course is not clearly delineated. A district-wide curriculum audit process needs to be enacted and continued on a cycle so that curriculum is written, aligned to state standards, and revised regularly. The curricula for all courses is currently not shared with the larger school community. The amount of credits, not number of courses required to graduate, is published.

**Systemic Challenge #2** (*Guiding Question #1*) Establish a district system that fully ensures consistent implementation of standards aligned curricula across all schools for all students.

**Aligned Concerns:**

Concern #1:

Achievement and growth scores for all of our buildings/grade levels/content areas/student groups are not consistently improving. While some do improve, others remain stagnant or decrease.

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Concern #2

Curriculum for all planned course is not clearly delineated. A district-wide curriculum audit process needs to be enacted and continued on a cycle so that curriculum is written, aligned to state standards, and revised regularly. The curricula for all courses is currently not shared with the larger school community. The amount of credits, not number of courses required to graduate, is published.

**Systemic Challenge #3** (*Guiding Question #5*) Establish a district system that fully ensures barriers to student learning are addressed in order to increase student achievement and graduation rates.

**Aligned Concerns:**

Concern #1:

Achievement and growth scores for all of our buildings/grade levels/content areas/student groups are not consistently improving. While some do improve, others remain stagnant or decrease.

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Concern #2

Curriculum for all planned course is not clearly delineated. A district-wide curriculum audit process needs to be enacted and continued on a cycle so that curriculum is written, aligned to state standards, and revised regularly. The curricula for all courses is currently

not shared with the larger school community. The amount of credits, not number of courses required to graduate, is published.

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### Concern # 3

A positive behavior support system has been implemented across the district, however, it is not being implemented with fidelity, the tiers need to be better defined and expanded, and more professional development regarding SWPBIS for faculty is needed.

# District Level Plan

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## Action Plans

**Goal #1:** Document a curriculum map for all courses in the district. Design, revise, adopt and share out planned courses, electronically, with the school community.

### Related Challenges:

- Establish a district system that fully ensures consistent implementation of standards aligned curricula across all schools for all students.
- Establish a district system that fully ensures high quality curricular assets (e.g. model curricula, learning progressions, units, lesson plans, and content resources) aligned with state standards and fully accessible to teachers and students.

### Indicators of Effectiveness:

Type: Annual

Data Source: Curriculum Committee Needs Assessment

Specific Targets: A district-wide Curriculum Committee will be formed. They will conduct a needs assessment regarding which planned courses need to be revised. The committee will then prioritize the order in which planned courses will be revised on a multi-year cycle.

Type: Annual

Data Source: Planned Course Evaluation

Specific Targets: Each planned course will undergo a comprehensive evaluation to determine what revisions need to be made. Notes will be kept regarding gaps, alignment, coherence, and changes.

Type: Annual

Data Source: Completed Planned Courses

Specific Targets: Curriculum will be aligned to state standards and eligible content, have assessments that are comprehensive, varied, and provide an accurate measure of student learning, include resources to support instruction and methods of how to differentiate for student subgroups (like those that receive special education services or are English Learners). This initiative will be led by a Curriculum Committee and courses will be created/revised/adopted on a multi-year cycle.

### **Strategies:**

#### *Curriculum Mapping*

##### **Description:**

A curriculum map is a working document that illustrates exactly what is taking place in classrooms. Maps reveal what is being taught over the course of a year, within a unit of study, and even down to a specific lesson. Often, a map for a lesson will include essential questions, the content that will be covered, skills students will demonstrate if they understand the content, assessments, and activities. (Sources: [Getting Results with Curriculum Mapping](#))

**SAS Alignment:** Curriculum Framework

#### *SAS: Curriculum*

##### **Description:**

The term curriculum refers to the lessons and academic content taught in a school or in a specific course or program - The Glossary of Education Reform. SAS: Curriculum offers various resources for educators to use when building and mapping curriculum. (Sources: [SAS: Curriculum](#))

**SAS Alignment:** Curriculum Framework

## *Understanding by Design*

### **Description:**

The Understanding by Design® framework (UbD™ framework) offers a planning process and structure to guide curriculum, assessment, and instruction. Its two key ideas are contained in the title: 1) focus on teaching and assessing for understanding and learning transfer, and 2) design curriculum "backward" from those ends. (Sources: [Understanding by Design](#))

**SAS Alignment:** Curriculum Framework

### ***Implementation Steps:***

#### *Create Curriculum Committee*

### **Description:**

A district-wide Curriculum Committee will be formed. This group will be responsible for leading the design, revision, and recommendations for course adoption in the district. They will also conduct a needs assessments with regard to curriculum.

**Start Date:** 10/1/2018    **End Date:** 6/30/2022

**Program Area(s):** Professional Education

### **Supported Strategies:**

- Curriculum Mapping
- Understanding by Design

#### *Curriculum Mapping and Planned Course PD*

### **Description:**

Administrators and faculty members will be trained with regard to curriculum mapping and how to design or revise planned courses at Northern Lehigh, so that whether or not they are working as teams or individually, the end products are consistent.

**Start Date:** 11/1/2018    **End Date:** 6/30/2022

**Program Area(s):** Professional Education

**Supported Strategies:**

- Curriculum Mapping
- SAS: Curriculum
- Understanding by Design

### *Curriculum Mapping Timeline*

**Description:**

Based upon the feedback from the needs assessment survey relative to the curriculum, the Curriculum Committee will create a timeline for evaluation of planned courses.

**Start Date:** 1/1/2019    **End Date:** 6/30/2022

**Program Area(s):** Professional Education

**Supported Strategies:**

- Curriculum Mapping

### *Planned Course Evaluation*

**Description:**

Once a timeline/cycle has been established by the Curriculum Committee, planned courses will be evaluated for alignment to state standards and eligible content. Opportunities for remediation and enrichment will be discussed. Courses will also be examined within and across grade levels for coherence.

**Start Date:** 1/1/2019    **End Date:** 6/30/2022

**Program Area(s):** Professional Education, Special Education, Student Services, Gifted Education, Educational Technology

**Supported Strategies:**

- Curriculum Mapping

- SAS: Curriculum
- Understanding by Design

### *Completed Planned Courses*

#### **Description:**

Completed planned courses will be shared with the school community electronically so that administrators, faculty, students and families know what is being taught at each grade level/content area/planned course.

**Start Date:** 6/30/2019    **End Date:** 6/30/2022

**Program Area(s):** Professional Education, Teacher Induction, Special Education, Student Services, Gifted Education, Educational Technology

#### **Supported Strategies:**

- Curriculum Mapping
- SAS: Curriculum
- Understanding by Design

**Goal #2:** Expand school-wide systems (i.e. MTSS/SWPBIS) to promote student success.

#### **Related Challenges:**

- Establish a district system that fully ensures barriers to student learning are addressed in order to increase student achievement and graduation rates.

#### **Indicators of Effectiveness:**

Type: Annual

Data Source: MTSS/SWIS Data

Specific Targets: End of the year academic data for students will show at or near the following: Tier 1-Universal/Core Instruction (80%), Tier 2-Targeted Interventions (15%), Tier 3-Intensive Interventions (5%)

## **Strategies:**

### ***Multi-Tiered Systems of Support (MTSS-RtII)***

#### **Description:**

Pennsylvania's Multi-Tiered System of Supports (MTSS) is defined as a comprehensive system of supports that in the commonwealth includes standards-aligned, culturally responsive and high quality core instruction, universal screening, data-based decision-making, tiered services and supports, family engagement, central/building level leadership, RtII/SLD determination and professional learning. Simply put, PA-MTSS represents a broad set of evidence-based practices that may be implemented across a system to include Academics AND Behavior within a recursive and systematic problem-solving process. PA-MTSS is relatively synonymous with RtII and is intended to help ALL students meet with continuous academic and behavioral success. (Sources: [Multi-Tiered Systems of Support \(MTSS\)](#))

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

## ***Implementation Steps:***

### ***Tier 2 Intervention - Check-In/Check-Out***

#### **Description:**

Students will "check-in" with the person that they are assigned to at the start of the day or class period to review behavior goals and receive encouragement. Behaviors will be monitored and rated throughout the day or class period. A rating will be given on the behavior report card for that time period. The student will "check-out" with the person they are assigned to at the end of the day or class period to discuss whether or not the behavior goals were met and the rating that was given on the behavior report card. If the student met the behavior expectations, they are rewarded. If they don't meet them, they discuss what can be done better next time.

**Start Date:** 9/1/2018      **End Date:** 6/30/2022

**Program Area(s):** Student Services

#### **Supported Strategies:**

- Multi-Tiered Systems of Support (MTSS-RtII)

### *Check-In/Check-Out PD*

**Description:**

Faculty will receive professional development related to the Tier 2 SWPBIS intervention Check-In/Check-Out.

**Start Date:** 9/1/2018    **End Date:** 6/30/2022

**Program Area(s):** Student Services

**Supported Strategies:**

- Multi-Tiered Systems of Support (MTSS-RtII)

### *Tier 3 Intervention - School Based Mental Health Services*

**Description:**

Increased access to mental health services and supports in schools is vital to improving the physical and psychological safety of our students and schools, as well as academic performance and problem solving skills (NAEP, 2017). Our district is developing a partnership with a local service provider to offer school based mental health services to identified students in our school buildings.

**Start Date:** 6/30/2019    **End Date:** 6/30/2022

**Program Area(s):** Student Services

**Supported Strategies:**

- Multi-Tiered Systems of Support (MTSS-RtII)

# Appendix: Professional Development Implementation Step Details

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**LEA Goals Addressed:** Document a curriculum map for all courses in the district. Design, revise, adopt and share out planned courses, electronically, with the school community.

**Strategy #1: Curriculum Mapping**  
**Strategy #2: SAS: Curriculum**  
**Strategy #3: Understanding by Design**

Start	End	Title	Description	Person Responsible	SH	S	EP	Provider	Type	App.
11/1/2018	6/30/2022	Curriculum Mapping and Planned Course PD	Administrators and faculty members will be trained with regard to curriculum mapping and how to design or revise planned courses at Northern Lehigh, so that whether or not they are working as teams or individually, the end products are consistent.	Assistant to the Superintendent and Building Principals	1.0	12	30	CLIU#21, Assistant Superintendent, Building Principals	Sessions will be delivered by CLIU#21 and NLSD administrators	No

<b>Knowledge</b>	Administrators and faculty members will understand curriculum mapping and be able to map the curriculum at Northern Lehigh.
<b>Supportive Research</b>	Curriculum mapping improves communication among faculty, improves program coherence, increases the likelihood that students achieve program-level outcomes, and encourages reflective practice. Offering faculty

professional development prior to implementation will ensure fidelity in the curriculum mapping process.

**Designed to Accomplish**

<p>For classroom teachers, school counselors and education specialists:</p>	<p>Enhances the educator’s content knowledge in the area of the educator’s certification or assignment.          Increases the educator’s teaching skills based on research on effective practice, with attention given to interventions for struggling students.          Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.</p>
<p>For school and district 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.          Provides leaders with the ability to access and use appropriate data to inform decision-making.          Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.          Instructs the leader in managing resources for effective results.</p>

Series of Workshops

**Training Format**

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<b>Participant Roles</b>	<p>Classroom teachers          School counselors          Other educational specialists</p>	<b>Grade Levels</b>	<p>Elementary - Primary (preK - grade 1)          Elementary - Intermediate (grades 2-5)          Middle (grades 6-8)          High (grades 9-12)</p>
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<b>Follow-up Activities</b>	<p>Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers</p> <p>Creating lessons to meet varied student learning styles</p> <p>Peer-to-peer lesson discussion</p>	<b>Evaluation Methods</b>	<p>Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.</p> <p>Student PSSA data</p> <p>Standardized student assessment data other than the PSSA</p> <p>Review of participant lesson plans</p> <p>Planned Courses</p>
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**LEA Goals Addressed: Expand school-wide systems (i.e. MTSS/SWPBIS) to promote student success. Strategy #1: Multi-Tiered Systems of Support (MTSS-RtII)**

Start	End	Title	Description					
9/1/2018	6/30/2022	Check-In/Check-Out PD	Faculty will receive professional development related to the Tier 2 SWPBIS intervention Check-In/Check-Out.					
		<b>Person Responsible</b>	<b>SH</b>	<b>S</b>	<b>EP</b>	<b>Provider</b>	<b>Type</b>	<b>App.</b>
		Building Principals	2.5	2	60	PaTTAN	PaTTAN	Yes

**Knowledge** Faculty members will learn about the Tier 2 SWPBIS intervention called Check-In/Check-Out.

**Supportive Research** Check-In/Check-Out increases positive adult contact with students, embeds social skills training, has a direct link to school-wide behavioral goals and expectations, allows for frequent feedback, encourages daily home-school communication, and provides positive reinforcement contingent on meeting behavioral needs.

**Designed to Accomplish**

For classroom teachers, school counselors and education specialists:

- Enhances the educator’s content knowledge in the area of the educator’s certification or assignment.
- Increases the educator’s teaching skills based on research on effective practice, with attention given to interventions for struggling students.
- Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.
- Empowers educators to work effectively with parents and community partners.

For school and district administrators, and other educators seeking leadership roles:

- Provides leaders with the ability to access and use appropriate data to inform decision-making.
- Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.
- Instructs the leader in managing resources for effective results.

School Whole Group Presentation

**Training Format**

<p><b>Participant Roles</b></p>	<p>Classroom teachers Principals / Asst. Principals School counselors Other educational specialists</p>	<p><b>Grade Levels</b></p>	<p>Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)</p>
<p><b>Follow-up Activities</b></p>	<p>Disaggregated data discussions, fidelity of implementation</p>	<p><b>Evaluation Methods</b></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>

Check-In/Check-Out Data

# District Level Affirmations

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We affirm that this District Level Plan was developed in accordance, and will comply with the applicable provisions of 22 Pa. Code, Chapters 4, 12, 16, and 49. We also affirm that the contents are true and correct and that the plan was placed for public inspection in the school district/AVTS offices and in the nearest public library until the next regularly scheduled meeting of the board or for a minimum of 28 days whichever comes first.

We affirm that the responses in the Professional Education Core Foundations and the Professional Development Implementation Steps focus on the learning needs of each staff member to enable all staff members meet or exceed the Pennsylvania academic standards in each of the core subject areas.

**Affirmed by Gary Fedorcha on 11/12/2018**

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*Board President*

**Affirmed by Matthew Link on 11/12/2018**

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*Superintendent/Chief Executive Officer*

# Special Education Affirmations

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

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

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

**Affirmed by Gary Fedorcha on 4/10/2018**

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*Board President*

**Affirmed by Matthew Link on 4/11/2018**

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*Superintendent/Chief Executive Officer*