

NORTHERN LEHIGH SCHOOL DISTRICT



PROFESSIONAL DEVELOPMENT PLAN **July 1, 2022 through June 30, 2025**

Revised June 2022

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NORTHERN LEHIGH SCHOOL DISTRICT

MISSION STATEMENT

The mission of the Northern Lehigh School District is to provide a safe school climate where everyone is valued, respected, and included. Our community promotes a collaborative and supportive learning culture that meets students at their level and challenges all to learn and grow. We prepare and motivate our students for their future endeavors by teaching them essential skills, civic responsibility, and an appreciation for life-long learning. We encourage pride in ourselves, schools, and community. We strive for excellence in all we do.

OUR SCHOOLS



Peters Elementary School (K-2)



Slatington Elementary School (3-6)



Northern Leigh Middle School (7-8)



Northern Lehigh High School (9-12)

MOTTO

Living, learning, and leading to make every story better.

INTRODUCTION

Chapter 4 establishes that each school entity shall submit to the Secretary for approval a professional education plan every 3 years as required under Chapter 49, Section 17(a). A school entity shall make its professional education plan available for public inspection and comment for a minimum of 28 days prior to approval of the plan by the school entity's governing board and submission of the plan to the Secretary.

PHILOSOPHY OF PROFESSIONAL DEVELOPMENT

In the Northern Lehigh School District, we believe that all educators need opportunities to learn and grow as professionals as they continue to hone their craft and help students develop their stories. This Professional Development Plan describes a vision for adult learning that is collaborative, continuous, embedded in daily practice, consistent across the district, and focused on student achievement. It also promotes building capacity in our employees so that they can facilitate trainings for colleagues.

STANDARD AND GOALS

In the Northern Lehigh School District, our goal is to ensure that we offer the highest quality professional development, connected to a district-wide purpose, and that we provide opportunities to assess the quality of those offerings through feedback so that we can continually improve. In doing so, we consider the standards set forth by the National Staff Development Council (NSDC):

Context Standards

- **Learning Communities**
Staff development that improves the learning of all students organizes adults into learning communities whose goals are aligned with those of the school and district.
- **Leadership**
Staff development that improves the learning of all students requires skillful school and district leaders who guide continuous instructional improvement.
- **Resources**
Staff development that improves the learning of all students requires resources to support adult learning and collaboration.

Process Standards

- **Data-Driven**
Staff development that improves the learning of all students uses disaggregated student data to determine adult learning priorities, monitor progress, and help sustain continuous improvement.

- Evaluation
Staff development that improves the learning of all students uses multiple sources of information to guide improvement and demonstrate its impact.
- Research-Based
Staff development that improves the learning of all students prepares educators to apply research to decision making.
- Design
Staff development that improves the learning of all students uses learning strategies appropriate to the intended goal.
- Learning
Staff development that improves the learning of all students applies knowledge about human learning and change.
- Collaboration
Staff development that improves the learning of all students provides educators with the knowledge and skills to collaborate.

Content Standards

- Equity
Staff development that improves the learning of all students prepares educators to understand and appreciate all students; create safe, orderly and supportive learning environments; and hold high expectations for their academic achievement.
- Quality Teaching
Staff development that improves the learning of all students deepens educators' content knowledge, provides them with research-based instructional strategies to assist students in meeting rigorous academic standards, and prepares them to use various types of classroom assessments appropriately.
- Family Involvement
Staff development that improves the learning of all students provides educators with knowledge and skills to involve families and other stakeholders appropriately.

OBJECTIVES

The objectives of our professional development program are the following:

- Activities are aligned with the current and applicable Pennsylvania Core Standards and Pennsylvania Academic Standards. (22 Pa Code, Chapter 4) In the absence of or in addition to state standards, national or organizational standards will be used.
- Offerings are evaluated through multiple measures of student achievement within the context of educator effectiveness to determine impact on student learning, educator effectiveness, and/or school performance. (22 Pa Code, Chapter 19; Act 13 of 2020)

- Professional development activities are aligned to at least one component of one domain within the Danielson Framework for Teaching
- The professional education plan was approved by the professional education committee and the board of the school entity. (22 PA Code, 49.16)
- The professional development plan align with educator needs. (Act 48, Section 2)
- The implementation steps cover at least a three-year implementation horizon
- The plan will be reviewed annually and revised as needed, using the five levels of evaluation of professional development. These five levels include the following:
 - Student outcomes
 - Participants’ use of new knowledge and skills;
 - Participants’ learning;
 - Participant reaction;
 - Organization support and change

The review will include evaluation of the goals, activities, delivery system, and attainment of the competencies for each activity.

FACULTY PROFESSIONAL DEVELOPMENT

The 2021-2023 Collective Bargaining Agreement (CBA) between the Northern Lehigh School District (NLSD) and the Northern Lehigh Education Association (NLEA) describes the length of the school term and school day. Appendix F also includes the mandatory days that are to be scheduled at the district’s discretion. Those related to profession development are as follows:

In-Service Days (62 hours)

Annually, there are 10 in-service days built into the Northern Lehigh School District calendar and are spread throughout the school year. These professional development days typically run from 8:00AM to 3:20PM with an hour for lunch. For the 2022-2023 school year, in-services will be held on the following days:

Tuesday, August 23, 2022	Thursday, December 22, 2022 (flex option)
Wednesday, August 24, 2022	Monday, January 16, 2023
Thursday, August 25, 2022	Friday, March 10, 2023
Monday, October 10, 2022	Monday, May 15, 2023
Wednesday, November 23, 2022 (flex option)	Friday, June 9 or 16, 2023 (flex option)

In-Service Days for the 2023-2024 and 2024-2025 school years will be published through approval of the school calendar.

Faculty Meetings (10 hours)

Ten 1-hour faculty meetings will be scheduled by the building principal throughout the school year. These meeting times will be used for a variety of purposes including to update faculty on building matters, provide short trainings, and allow for department or grade level meetings.

TRACKING OF PROFESSIONAL DEVELOPMENT TIME

CPE Tracker

The Northern Lehigh School District uses CPE Tracker to register for professional development sessions. CPE Tracker is also used to track attendance and provide Act 48 credit to participants.

Comply

Faculty requesting professional development activities outside of the school district are expected to register using a conference/professional development form in Comply. Building and district administration will review the request in that system for approval. Once the professional development session has been approved and completed, the faculty member is responsible for uploading evidence of completion to that system to receive credit.

Please contact the Administrative Assistant to the Assistant Superintendent if you need assistance with CPE Tracker or Comply.

ACT 48 REQUIREMENTS

Act 48 of 1999 requires all Pennsylvania educators holding Pennsylvania public school certification (including Instructional I and II, Educational Specialist I and II, Administrative, Supervisory, Letters of Eligibility, and all vocational certificates) to participate in ongoing professional education.

Educators must earn six semester credits of collegiate study; OR six CPE credits of PDE-approved continuing professional education courses; OR 180 hours of continuing professional education programs, activities or learning experiences through a PDE approved provider; OR any combination of these every five years to maintain an active certification status.

The period begins as of the effective date upon issuance of the educator's initial Instructional certificate and is renewed after the end date if all requirements are met. If an educator's initial certificate was issued prior to the enactment of Act 48, the certificate's first Act 48 period began on July 1, 2000. Act 48 beginning and end dates can change depending on whether an extension was granted, if a five-year period was completed after the deadline, or if other factors apply. In this case, a new five-year period is assigned beginning the day after the previous five-year period was completed.

It is the responsibility of the educator to monitor their record of credits or hours in PERMS. It is also the educator's responsibility to contact the provider(s) to correct any discrepancies. To view your progress go to the [PERMS \(Professional Educator Record Management System\) webpage](#). Once there, enter your Professional Personnel Identification (PPID) number in the box provided. Your Act 48 information will be displayed.

This webpage will list your specific Act 48 period, a total of the hours recorded, and the number of hours still needed to complete requirements. If you do not have your PPID, you may retrieve your number by following the instructions provided under "Find your Professional Personnel ID (PPID)."

If a certificate holder does not complete the requirements of Act 48 within the prescribed period the certificate remains valid but becomes inactive. While inactive, the educator is disqualified from employment in Pennsylvania public school entities as a professional (tenured) or temporary professional (prior to gaining tenured status) until all Act 48 requirements have been met.

Once the remaining requirements are completed, certificates return to active status.

ANNUAL PROFESISONAL DEVELOPMENT SURVEY

Annually, professional staff will complete the *Annual Professional Development Survey* which serves two purposes. First, it provides an opportunity for faculty to reflect on professional development over the course of the school year and provide feedback as to the quality and effectiveness of sessions. Second, it serves as a needs assessment for future professional development by allowing educators to communicate trainings they feel they need or would like to have in subsequent years.

PROCEDURES FOR EVALUATING AND REVIEWING THIS PLAN

The committee will meet at least once annually to review the Professional Development Plan. The review will include discussing and evaluating responses from individual sessions, as well as, the annual Professional Development Survey. The committee will use this feedback along with other quantitative, qualitative and anecdotal data to determine the effectiveness of

STEERING COMMITTEE

The Northern Lehigh Professional Development Plan was created in collaboration with and using the feedback from a variety of stakeholders. The Professional Development Plan contains a committee consisting of teacher representatives divided equally among elementary, middle and high school teachers chosen by the teachers, educational specialist representatives chosen by educational specialists and administrative representatives chosen by the administrative personnel.

(Act 48, Section 1205.1) The committee also includes parents of children attending a school in the district, local business representatives and other individuals representing the community appointed by the board of directors. (Act 48, Section 1205.1) The steering committee associated with this plan is listed below.

Name	Committee Role	Chosen/Appointed By
Amanda Bariana	Staff Member	Teachers
Amanda Bashore	Staff Member	Teachers
Amanda Beer	Staff Member	Teachers
Susan Beil	Staff Member	Teachers
Christopher Bennett	Staff Member	Teachers
Jamie Bigley	Staff Member	Teachers
Kristie Borger	Staff Member	Teachers
Todd Breiner	Administrator	Administrative Personnel
Linda Brown	Educational Specialist	Educational Specialists
Jennifer Butz	Staff Member	Teachers
David Carroll	Staff Member	Teachers
Allison Chruscial	Educational Specialist	Educational Specialists
Michelle Dotta	Administrator	Administrative Personnel
Blasia Dunham	Educational Specialist	Educational Specialists
Bethany Ebner	Community Member	School Directors
Dana Egan	Business Representative	School Directors
Jason Fahringer	Parent	School Directors
Tamara Fahringer	Parent	School Directors
Lynne Fedorcha	Community Member	School Directors
Elissa Fry	Staff Member	Teachers
Chris Harrington	Other	Administrative Personnel
David Hauser	Administrator	Administrative Personnel
Susanne Hegedus	Staff Member	Teachers
Raquel Hoffert	Educational Specialist	Educational Specialists
Debra Hunsicker	Parent	School Directors
Douglas Hunsicker	Parent	School Directors
Robert Kern	Other	School Directors
Kelly Kromer	Educational Specialist	Educational Specialists
Gail Lafferty	Staff Member	Teachers
Elizabeth LeBlanc	Other	Administrative Personnel
Matt Link	Administrator	Administrative Personnel
Gene Marks	Educational Specialists	Educational Specialists
MaryAnn Mattiola	Staff Member	Teachers
Sue Mengel	Staff Member	Teachers
Erin Moore	Parent	School Directors
Scott Pyne	Administrator	Administrative Personnel
Deanna Quay	Staff Member	Teachers
James Schnyderite	Administrator	Administrative Personnel

Tania Stoker	Administrator	Administrative Personnel
Michael Strohl	Administrator	Administrative Personnel
Wendy Texter	Business Representative	School Directors
Krystle Tiedeman	Educational Specialists	Educational Specialists
Anthony Tulio	Staff Member	Teachers
Robert Vlasaty	Administrator	Administrative Personnel
Jennifer Wentz	Parent	School Directors
James Yadush	Staff Member	Teachers

EDUCATIONAL OPTIONS

In addition to the professional development offered through the Northern Lehigh School District during the school year, there are other training opportunities available. Some of those are listed below.

District Offered Professional Development

Outside of the school in-services and faculty meetings, there are other offerings available for professional development through the district which include summer sessions, afterschool trainings, and asynchronous modules.

CLIU21, PaTTAN or Other Providers

[The Carbon Lehigh Intermediate Unit #21](#), [Pennsylvania Training and Technical Assistance Network](#), PDE SAS, and other providers host in-person, online and asynchronous trainings, networking sessions, and other professional development opportunities in which faculty can request to participate.

Conferences or Workshops

Conferences or workshops offered by outside providers offer a variety of options for faculty to grow professionally. Educators wishing to participate in these experiences should complete a *Conference Request Form* to receive pre-approval from administration to participate. (Those requiring overnight stays or reimbursement to the employee of more than \$100 must also receive board approval.)

Graduate Credit

As per the 2021-2023 CBA, full-time bargaining unit employees employed by the Northern Lehigh School District shall receive the full costs of tuition for up to six (6) graduate credits per teacher per school year, not to exceed the per credit tuition rate at Kutztown State University, provided that: (1) the courses taken are a part of an approved graduate program leading to an advanced degree, or (2) the degree or programs are in or related to the teacher’s discipline, or (3) the courses and program receive approval from the Superintendent. Part-time bargaining unit members shall receive the full costs of tuition for no more than three (3) graduate credits per school year otherwise upon the same terms and conditions as full-time employees. (More detail on graduate credit can be found on page 6/7 of the CBA.)

FLEX TIME

Flex time allows faculty another way to personalize their professional learning. Teachers can accrue time for participating in approved professional development outside of the contracted 190 school days. A staff member who has accumulated 3.25 hours of time may flex out of half of an in-service day and a staff member who has accumulated 6.5 hours may flex out of a full in-service day. Eligible in-service days are designated as “flex” each school year through approval of the school calendar. (NLSD’s Flex Plan can be found in the appendix of this document.)

DRAFT

APPENDIX

CURRICULUM:

PD Activity Name: Understanding by Design					
Audience: New Faculty / Those Not Yet Trained					
Topics to Be Included: Stage 1 - Identify desired results; Stage 2 - Determine acceptable evidence; Stage 3 - Plan learning experiences and instruction					
Evidence of Learning: Application of curriculum writing					
Lead:	Director of Educational Technology, Curriculum and Instruction	Start:	Aug 2022	Completion:	June 2025
Activities:	Independent Study	Frequency:	3 Sessions / 1 Hour Each		
Danielson Component: 1a: Demonstrating Knowledge of Content and Pedagogy, 1c: Setting Instructional Outcomes, 1e: Designing Coherent Instruction, 4a: Reflecting on Teaching					
Meets Req of State Trainings:					

PD Activity Name: Canvas					
Audience: All faculty and administration					
Topics to Be Included: Integration of functions; Google Classroom integration; New assignment creation; Gradebook and Speedgrader, Course design, Quizzes; Mastery paths					
Evidence of Learning: Landing page creation, Use of Canvas for communication and grading; Automating and differentiating feedback and assessment; Fully designed courses, Transition to mastery pathways and differentiated instruction					
Lead:	Director of Educational Technology, Curriculum and Instruction; Technology Integration Specialists	Start:	Aug 2022	Completion:	June 2024
Activities:	Collaborative Curriculum Development	Frequency:	8-10 Sessions / 90 Mins Each		
Danielson Component: 2e: Organizing Physical Space; 3e: Demonstrating Flexibility and Responsiveness; 4b: Maintaining Accurate Records; 4c: Communicating with Families; 4d: Participating in a Professional Community					
Meets Req of State Trainings:					

PD Activity Name: EdInsight					
Audience: Instructional Administrators, Faculty, New Faculty / Those Not Yet Trained					
Topics to Be Included: Training in accessing reports and relevant information; Using system links between data, student information and curriculum					
Evidence of Learning: Access and use of EdInsight; Integration of reports into data team meetings					
Lead:	Director of Educational Technology, Curriculum and Instruction; Instructional Administrators / Data Teams (once trained)	Start:	July 2022	Completion:	June 2024
Activities:	Courses		Frequency:	5 Sessions / 1 Hour Each	
Danielson Component: 1b: Demonstrating Knowledge of Students ; 1c: Setting Instructional Outcomes; 1f: Designing Student Assessments; 4d: Participating in a Professional Community					
Meets Req of State Trainings:					

PD Activity Name: Assessment					
Audience: All faculty					
Topics to Be Included: Assessment types and purpose; Data-based instructional decision making; Aligning assessments to objectives and standards; Creation of common assessments					
Evidence of Learning: Faculty fluency with types and purpose of assessment; Creation of local common assessments; Assessment review and revision cycle tied to curriculum cycle and student outcomes					
Lead:	Director of Educational Technology, Curriculum and Instruction; Professional development / Coaching consultant; In-house facilitators	Start:	Aug 2022	Completion:	July 2023
Activities:	Inservice		Frequency:	3 sessions / 2 Hours Each (rotating cohorts)	
Danielson Component: 1c: Setting Instructional Outcomes; 1f: Designing Student Assessments; 3d: Using Assessment in Instruction; 3e: Demonstrating Flexibility and Responsiveness					
Meets Req of State Trainings:					

SCHOOL CULTURE AND CLIMATE

PD Activity Name: Shanthi Project					
Audience: Faculty Cohort Groups					
Topics to Be Included: Mindfulness Practices, Social-Emotional Resiliency					
Evidence of Learning: Faculty can use the techniques they are taught with students in their classes; Shanthi Project staff will provide coaching support for teachers in their classrooms and provide feedback on implementation					
Lead:	Principals; Shanthi Project Staff	Start:	August 2022	Completion:	June 2025
Activities:	Coaching		Frequency:	8 Sessions / 1 Hour Each (2 cohorts with additional funding)	
Danielson Component: 1b: Demonstrating Knowledge of Students; 1d: Demonstrating Knowledge of Resources; 2d: Managing Student Behavior; 3e: Demonstrating Flexibility and Responsiveness					
Meets Req of State Trainings: Trauma Informed Training					

PD Activity Name: Second Step					
Audience: Faculty Implementing the Second Step Program					
Topics to Be Included: Mindfulness Practices, Social-Emotional Resiliency					
Evidence of Learning: Faculty implements lessons from the Second Step program proactively; Faculty helps students to effectively utilize strategies from the program when they are experiencing social, emotional, or behavioral issues.					
Lead:	Principals; In-House Coach/Trainer	Start:	August 2022	Completion:	June 2025
Activities:	Inservice Day		Frequency:	1 Training / 2 Hours	
Danielson Component: 1b: Demonstrating Knowledge of Students; 1d: Demonstrating Knowledge of Resources; 2d: Managing Student Behavior; 3e: Demonstrating Flexibility and Responsiveness					
Meets Req of State Trainings: Trauma Informed Training					

PD Activity Name: PASS					
Audience: Faculty; Administration; Data Teams					
Topics to Be Included: Administering the PASS screener; Interpreting PASS results; Providing targeted interventions at building, cohort and individual levels					
Evidence of Learning: Faculty will be able to administer the PASS to students, interpret results and recommend/provide appropriate interventions; Administration and data teams will lead these conversations at the building level.					
Lead:	Principals	Start:	August 2022	Completion:	June 2025
Activities:	Inservice Day		Frequency:	1 Session / 1 Hour – Admin. 1 Session / 1 Hour – Interp. 1 Session / 1 Hour – Interven.	
Danielson Component: 1b: Demonstrating Knowledge of Students; 2a: Creating an Environment of Respect and Rapport; 3e: Demonstrating Flexibility and Responsiveness; 4c: Communicating with Families					
Meets Req of State Trainings: Trauma Informed Training					

PD Activity Name: School Culture and Climate					
Audience: Faculty					
Topics to Be Included: (Previous training has addressed school-wide supports and systems); School culture and climate to cultivate supportive learning environments in classrooms					
Evidence of Learning: Positive classroom environments evidenced in walk-through tool					
Lead:	Principals	Start:	August 2022	Completion:	June 2025
Activities:	Inservice Day		Frequency:	3 Sessions / 1 Hour and Coaching Sessions	
Danielson Component: 2a: Creating an Environment of Respect and Rapport; 2b: Establishing a Culture for Learning; 3e: Demonstrating Flexibility and Responsiveness; 4a: Reflecting on Teaching					
Meets Req of State Trainings: Trauma Informed Training					

ACHIEVEMENT AND GROWTH

PD Activity Name: Achievement and Growth					
Audience: Administrators; Faculty; Data Teams					
Topics to Be Included: Using EdInsight to review and evaluate data; Learning how to use data to adjust instructional practices to differentiate instruction; Creating and effectively utilizing professional learning communities (PLC)					
Evidence of Learning: Faculty adjust instructional practices (as per supervision and evaluation process); Achievement and growth increase; PLCs have been established and are being utilized effectively					
Lead:	Assistant Superintendent; Director of Educational Technology, Curriculum and Instruction; Principals Data Department Leader	Start:	August 2022	Completion:	June 2025
Activities:	PLC		Frequency:	At Least 4 Times / Year	
Danielson Component: 1c: Setting Instructional Outcomes; 3e: Demonstrating Flexibility and Responsiveness; 4a: Reflecting on Teaching; 4d: Participating in a Professional Community					
Meets Req of State Trainings: Teaching Diverse Learners in an Inclusive Setting					

SCHOOL CALENDAR

NORTHERN LEHIGH SCHOOL DISTRICT 2022-2023 SCHOOL CALENDAR
 August 16 - 18 - New Teacher Orientation Days at District Office/CLIU #21
 August 23-25 - Mandatory Teacher In-Service Days
 August 26 - Schools Closed
 August 29 - Teachers and Pupils Report
 September 2-5 - Schools Closed-Labor Day Break
 October 10 - Schools Closed -- Mandatory Teacher In-Service
 November 17-22 - Elementary School Conference Dates
 (Elementary students are dismissed after lunch to accommodate parent conferences)
 November 23 - Schools Closed -- Mandatory Teacher In-Service
 November 24- November 28 - Schools Closed - Thanksgiving Break
 December 22 - Schools Closed - Mandatory Teacher In-Service
 December 23 - January 2 - Schools Closed - Winter Recess
 January 16 - Schools Closed - Martin Luther King Holiday/Mandatory Teacher In-Service Day
 February 17-20 - Schools Closed - President's Holiday
 March 10 - Schools Closed - Mandatory Teacher In-Service
 April 5 - Elementary School Conference Date
 (Elementary students are dismissed after lunch to accommodate parent conferences)
 April 6-10 - Schools Closed - Spring Break
 April 24-28 - PSSA English Language Arts Grades 3-8
 May 1-12 - PSSA Mathematics, Science and Make-ups Grade 3-8
 May 15 - Schools Closed - Mandatory Teacher In-Service Day
 May 29 - Schools Closed - Memorial Day
 June 8 (June 15) - Last Day for All Students
 June 9 (June 16) - Last Day for Teachers

ADOPTED: MARCH 14, 2022

All Dates Are Inclusive

Days	Pupil	Teacher
Aug.	3	6
Sept.	20	20
Oct.	20	21
Nov.	18	19
Dec.	15	16
Jan.	20	21
Feb.	18	18
Mar.	22	23
Apr.	17	17
May	21	22
June	11	12
	185	195**

ANTICIPATED MARKING PERIODS and REPORT CARD ISSUE DATES

Elementary and Secondary Schools Marking Period Ends
 November 2, 2022
 January 23, 2023
 March 30, 2023
 June 8, 2023

Elementary and Secondary Schools Report Cards Issued
 November 11, 2022
 February 1, 2023
 April 13, 2023
 June 8, 2023 (Elementary)
 *June 15, 2023 (Secondary)
 *Mailed Home

August-22

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

December-22

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

April-23

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

September-22

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

January-23

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

May-23

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

October-22

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

February-23

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28			

June-23

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

November-22

S	M	T	W	T	F	S
	1	2	3	4	5	
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

March-23

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

Flex Days: November 23,
December 22, June 9 (or
last teacher day)

- Teacher Day-No Pupils
- Schools Closed
- New Teacher Orientation
- Late Start-2 hr
- First Student Day - August 29
- Last Student Day - June 8 (June 15)
- Snow Makeup Day
- Early Dismissal - HS/MS 10:00; SE 11:00; PE 12:00
- Last Teacher Day - June 9 (June 16)
- School Closed-Weather
- Virtual Day

**The Northern Lehigh School District calendar contains 190 teacher days and 180 student days.
 If emergency closings force the closing of school during the set school term, days will be made up as follows:
 1st Snow Make-up Day -- December 22
 Five Snow Make-up Days have been added to the calendar (June 9, 12-15). They will be snow make up days 2-6
 7th Snow Make-up Day -- February 17
 8th Snow Make-up Day - April 6
 Additional make-up days will be added to the end of the school year as needed.
 Through board resolution Northern Lehigh School District has identified the following dates as Official Local School District Holidays in accordance with PA School Code Section 1502:
 November 28, 2022
 December 26, 27, 28, 2022
 April 7, 2023

Flex Days 2021-2022

A **flex day** is a professional development day, outside the contractually assigned 190 days, in which faculty may choose when to complete personalized professional learning. The purpose of a flex day is to help educators improve their professional knowledge, competence, skill, and effectiveness. The topic of all activities for the 2021-2022 school year will align with one of the following district focal points. Sample areas of concentration are provided below each focal point:

- ESSA & Future Ready PA Index
 - College and Career Readiness
- Curriculum, Instruction & Assessment
 - Standards Aligned System (SAS)
 - Curriculum Development
 - Differentiated Instruction
 - STE(A)M Principles
 - Educating Students in a Virtual Environment
- Data Analysis and Planning:
 - Multi-Tiered Systems of Support (MTSS)
 - School Wide Positive Behavior Interventions and Supports (SWPBIS)
 - Assessments and Data Warehouses
- Supporting All Students:
 - Trauma Informed Practices
 - Equitable Practices
 - Multi-Language Learners (MLLs)
 - Students with Special Needs
 - Students Disproportionately Impacted by the Pandemic
- Safety and Security
 - COVID-19 Trainings
 - ALICE
 - Threat Assessment
- Professional Development Opportunities Specific to Instructional Content Area of Faculty Member
 - Act 13 of 2020 – New Educator Effectiveness

Flex Program Guidelines:

1. All professional learning activities must occur outside of the regular work day.
2. Faculty may choose to participate in webinar(s) related to the concentration areas above, however, webinar(s) may not comprise more than 6.5 hours of accrued flex time. [This limit can be waived by Assistant Superintendent/Superintendent.]
3. There will be no additional compensation (pay) for flex activities completed during any school year.
4. Flex hours cannot be “banked” for a future school year.
5. The equivalent of three of the contractual ten mandatory days to be scheduled at the District’s discretion will be identified as days in which a teacher can use flex hours. Flex time must be taken in half day (3.25 hrs) or full day (6.5 hrs) increments. If a teacher chooses to work on one of the flex days during the school year (see dates below), the professional learning activity will be directed by an administrator.
6. Accruing flex time is not approved until you receive written confirmation from your principal or Director of Special Education and Assistant to the Superintendent or Superintendent.
7. Flex days for 2021-2022 School Year are:
 - November 24, 2021 (afternoon or full day)
 - December 23, 2021 (afternoon or full day)
 - June 16, 2021 (or actual last teacher day of school for afternoon or full day). All end of year responsibilities must be completed in order to flex out of the last day.
 - Teachers can begin accruing Flex-time on June 15, 2021 (or day after last teacher day) and must accrue enough Flex-hours one week prior to the date of utilization.
 - Flex-time may only be used in half-day or full day increments.
8. In order to use a half Flex-Day or full Flex-Day:
 - The activity approved for flex time must have been completed and documentation of completion must be submitted to the Office of the Assistant to the Superintendent
 - The employee must request the absence in the Employee Portal for the half or full Flex-Day and it must be approved by your supervisor.
 - You must have accrued enough flex-time to support taking the half or full Flex-Day.
(This will be verified by the business office.)

2021-2022 Process and Timeline

June 15, 2021 – Faculty may begin accruing flex hours for the 2021-2022 school year

November 17, 2021 – Deadline to accrue flex hours to expend on Flex Day #1

November 24, 2021 – Flex Day #1 (afternoon or full day)

December 16, 2021 – Deadline to accrue flex hours to expend on Flex Day #2

December 23, 2021 – Flex Day #2 (afternoon or full day)

June 9, 2022/7 days prior to last teacher day – Deadline to accrue flex hours to expend on Flex Day #3

June 16, 2022/last teacher day – Flex Day #3 (afternoon or full day)

* If December 23, 2021 becomes a make-up day due to school closing earlier in the year, the flex day that will be used in place of Flex Day #2 will be added on after the last teacher day (i.e. tentatively June 17, 2022). If this flex day has to be moved to the end of the school year, faculty will have until one week prior (tentatively June 10, 2022) to accrue flex hours to expend for this in-service day.

* If we do not use all of the snow days built into the end of our school calendar, and last teacher day(s) of school need to be moved up, the last date(s) for teachers will be announced when the graduation date is approved by the school board. In that case, the deadline to accrue flex hours to expend on a flex day will be one week before the last teacher day(s).