

Profile and Plan Essentials

Special Education Students

Total Number of Special Education Students 305

Total Student Enrollment 1717

Percent of Special Education Students 17.8

Steering Committee

Name	Position/Role	Building	Email
Matthew Link	Superintendent	Northern Lehigh SD	mink@nlsd.org
Gene Marks	Other	Northern Lehigh SD	gmarks@nlsd.org
Nicole Nightlinger	General Education Teacher	Northern Lehigh SD	nnightlinger
Tania Stoker	Other	Northern Lehigh SD	tstoker@nlsd.org
Sue Beil	Special Education Teacher	Slatington El Sch	sbeil@nlsd.org
Lynn Fedorcha	Other	Northern Lehigh SD	lfedorcha@gmail.com
Michele Dotta	Director of Special Education	Northern Lehigh SD	mdotta@nlsd.org
[REDACTED]	Parent	Slatington El Sch	[REDACTED]
Donna Kulp	Board Member	Northern Lehigh SD	dkulp@nlsd.org
[REDACTED]	Parent	Northern Lehigh SHS	[REDACTED]
Gary Fedorcha	Board Member	Northern Lehigh SD	gfedorcha@nlsd.org
Todd Breiner	Building Principal	Slatington El Sch	tbreiner@nlsd.org

School District Areas of Improvement and Planning - Indicators

Suspension/Expulsion by Race/Ethnicity (Indicator 4B)

Indicator not flagged at this time.

Disproportionate Representation by Race/Ethnicity (Indicator 9)

Indicator not flagged at this time.

Disproportionate Representation by Race/Ethnicity/Disability (Indicator 10)

Indicator not flagged at this time.

Timely Initial Evaluations (Indicator 11)

Indicator not flagged at this time.

Secondary Transition (Indicator 13)

Indicator not flagged at this time.

Graduation (Indicator 1)

Indicator not flagged at this time.

Drop Out (Indicator 2)

Indicator not flagged at this time.

Assessment (Indicator 3)

Indicator not flagged at this time.

Education Environments (Indicator 5)

Indicator not flagged at this time.

Parent Involvement (Indicator 8)

Indicator not flagged at this time.

Early Childhood Transition (Indicator 12)

Indicator not flagged at this time.

Post-School Outcomes (Indicator 14)

Indicator not flagged at this time.

Resolution Sessions (Indicator 15)

Indicator not flagged at this time.

Mediation (Indicator 16)

Indicator not flagged at this time.

School District Areas of Improvement and Planning - Monitoring

District has completed all monitoring corrective action/improvement plans.

Identification Method

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

Discrepancy Model

Building Name	AUN	Branch Number	RTI	Approved RTI Use
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Significant Disproportionality - Placement

Significant Disproportionality

District Not Flagged for Significant Disproportionality in this area.

Identify Trends	Improvement Planning and Activities

Significant Disproportionality - Discipline

Significant Disproportionality

District Not Flagged for Significant Disproportionality in this area.

Identify Trends/Notable Observations	Improvement Planning and Activities

Significant Disproportionality - Identification

Significant Disproportionality

District Not Flagged for Significant Disproportionality in this area.

Identify Trends/Notable Observations	Improvement Planning and Activities

Non-Resident Students Oversight

1. Is your district currently a host district for a 1306 facility?

No

1. Describe the host's educational oversight to ensure students with disabilities are educated in the least restrictive environment while in the 1306 facility? (If not a host, answer as if you were.)
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. For the students who would attend the institution, we the district would make sure that all students are being educated in their least restrictive environment (LRE) based upon their level of support needed as well as their specially designed instruction.
2. Describe the district's procedures for communicating with 1306 facilities and how the district ensures a successful transition back to school?
If a 1306 facility were to move into the district, the LEA will participate in all meetings and educational decisions as they would with any student that is a resident of Northern Lehigh School District. The LEA would participate in all IEP meetings, evaluation meetings, and any other meetings held to support the educational needs of the student. These decisions will be made in the best interest of the student in regards to all educational decisions including transition and future educational placements.

Incarcerated Students Oversight

1. Does the district have an adult correctional facility that houses juveniles within its geographical boundaries?

No

1. 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).
The district is aware that should such an institution move into our district, the LEA would work collaboratively with that institution to ensure the district continue to meet our already established Child Find and FAPE obligations. The district follows PDE 4605 Determination of District of Residence for Students in institutions in accordance with Section 1306 of the School Code. Communication is established between the district and the provider of the educational services. The district maintains financial responsibility for the education of identified incarcerated youth and adults.

Least Restrictive Environment

1. Review the district's data for Least Restrictive Environment. Highlight areas of improvement.

Our goal at Northern Lehigh is to increase our LRE and/or remain above the State Percentage SPP Indicator of education inside the regular class 80% or more of the time. Upon review of the 2019-2020 SEDR Report, the Northern Lehigh School District is under the state average of Special Education in the regular class 80% or more by 11.7%. For students being educated in the regular class for less than 40% of the time, Northern Lehigh School District is below the state average by 1.8%. Northern Lehigh has recognized the need to provide more inclusive opportunities for students and will be adding an inclusionary teacher in the intermediate elementary building. The Northern Lehigh School District will continue to provide quality programs and services to students with disabilities within the least restrictive educational environment.

2. What universal practices does the district utilize to address the academic and social/emotional needs of all students in need of accommodations to their learning environments?

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. Both special education and regular education staff collaborate to provide supplemental aids and services, as well as standards aligned curriculum. Supplementary aids and services that are available to students are as follows (not all inclusive list): -Modified curricular -Adapted, modified, and/ or 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 material -Flexible grouping -Alternative testing area -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 and secondary buildings have implemented the SWPBS program and were recognized in Hershey, PA for delivering the program with fidelity. All buildings have seen a steady decrease in behavioral referrals. Peters Elementary, Middle School, 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 valuable by providing both guidance and assistance to our emotional support teachers in writing individualized behavioral plans, as well as conducting independent functional behavior assessments. The school district is also contracted with a school social worker which too has proven to be valuable with the immense increase of mental health services. The district has also established a relationship allowing for Nulton Diagnostics to provide on site mental health services in each of the four school buildings. The school district has made a commitment to increase inclusionary practices for all students with disabilities. 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. Select building regular education teachers, special education teachers, paraprofessionals, and administrators are certified in Non-Violent Crisis Intervention (NCI). Refreshers take place every two years. Building crisis teams are re-certified every two years and meet with the NCI district trainers after every restraint.

3. Describe the academic programming and training efforts the LEA utilizes to ensure meaningful participation of students with disabilities in the general education curriculum.

Northern Lehigh has Learning Support, Life Skills Support and Emotional Support programs at every grade level. The high school has co-taught classes, and so 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. Learning Support staff from K-6 have been trained in Wonders for reading, as well as HMH System 44 and Read 180 for reading, English, and phonics for

grades 3-12 which they implement. Northern Lehigh has implemented E-Visions interactive math program for grades K-1 and Eureka math program for grades 2-6. Learning Support staff from grades 4-12 was trained and implement HMH Math 180 math program.

4. Describe the supplementary aids and services the LEA utilizes to ensure meaningful participation of students with disabilities in extracurricular activities. All students, including those that are being educated in alternative placements, are encouraged to participate in after school activities. The LEA continues to provide supplementary aids and services to students with disabilities interested in extracurricular activities. Instructional assistants and/or nurses are also provided if in the IEP. Staff encourage students with disabilities to join after school activities.

5. Describe the District procedures, which ensure that, to the maximum extent appropriate, children with disabilities placed in private institutions are educated with non-disabled children and have the opportunity to participate in district lead extracurricular activities?
 An LEA representative attends every IEP meeting, including those held in locations outside the district, to ensure that every eligible student is provided the support and services necessary to remain included with non-disabled peers to the maximum extent possible. During the meetings, the team makes every effort to ensure that students with disabilities are 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 meaningful progress. All Students, including those that are being educated in alternative placements, are encouraged to participate in after school activities. These activities are posted on the district website. All supports and services that are in a students IEP are provided in order to allow the student to participate in any extracurricular activity. This can include but is not limited to a nurse, paraprofessional, specialized transportation.

6. Discuss the district's need to build capacity and expand programs and services in an effort to provide a continuum of services. (Consider the out of district placement chart)
 The LEA continues to expand the district run supports. The Director of Special Education, looks at caseloads of all students in the district, as well as outplaced students, in order to evaluate need for programs. The LEA also attends all IU facility meetings in order to have input into what programs need to be developed for the hard to place students. The LEA has developed a partnership with Nulton Diagnostic and Treatment Center to provide on site mental health in all of the district buildings. The district is currently evaluating the need to expand the hours of the newly contracted Social Worker and possible need to increase supports with PBIS.

Out of District Placements

Facility Name	Facility Type	Other	Operated By	Service Type	Number of Students Placed
Schnecksville Elementary School	Other	Neighboring School District	IU program in Parkland School District	Deaf and Hard of Hearing Support	█

Ironton Elementary School	Other	Neighboring School District	IU program in Parkland School District	Multiple Disabilities Support	█
Kernsville Elementary School	Other	Neighboring School District	IU program in Parkland School District	Multiple Disabilities Support	█
Towamensing Elementary School	Other	Neighboring School District	IU program in Palmerton School District	Emotional Support	█
Whitehall High School	Other	Neighboring School District	IU program in Whitehall School District	Life Skills Support	█
Parkland High School	Other	Neighboring School District	IU program in Parkland School District	Multiple Disabilities Support	█
The Centennial School	Approved Private School (APS)		Lehigh University	Emotional Support	█
Valley Ridge	Other	Special Education Center	Behavioral Health Associates	Emotional Support	█
ISST Weissport	Other	Special Education Center	Behavioral Health Associates	Emotional Support	█
Journey's	Other	Special Education Center	Behavioral Health Associates	Emotional Support	█
Willow Academy	Other	Special Education Center	Behavioral Health Associates	Emotional Support	█
Hogan Learning Academy	Other	Special Education Center	Hogan Learning Academy	Multiple Disabilities Support	█
CAP	Other	Neighboring School District	Lehigh-Carbon Technical Institute	Multiple Disabilities Support	█
Carbon Learning Achievement School	Other	Special Education Center	Carbon-Lehigh Intermediate Unit (CLIU)	Emotional Support	█
Lehigh Learning Achievement School	Other	Special Education Center	Carbon-Lehigh Intermediate Unit (CLIU)	Emotional Support	█

Positive Behavior Support

Date of Approval

2021-05-10

Uploaded Files

BoardDocs® Policy_ 113.2_Behavior Supports.pdf

AR 113.2 Pg. 1 - Copy.doc

AR 113.2 Pg. 2 - Copy.doc

1. How does the district support the emotional, social needs of students with disabilities?

Students with disabilities are educated in the least restrictive environment (LRE) in accordance with their Individualized Education Program (IEP), and are only placed in settings other than the regular education class when the nature or severity of the student's disability is such that education in the regular education class with the use of appropriate supplementary aids and services cannot be achieved satisfactorily and cannot meet the needs of the student. The IEP team for a student with a disability should develop a Positive Behavior Support Plan (PBSP) if the student requires specific intervention to address a student's social-emotional behaviors that interfere with their learning. The identification, evaluation, and plan or program will be conducted and implemented in accordance with state and federal law and regulations.

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.

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. This school year the district has also implemented a Threat Assessment Team at each school building to address threats to self or others. This team addresses threats and supports for students through a team approach.

3. Describe the district positive school wide support programs.

A team of staff from Peters Elementary, Middle School and High School, including the building principals, school counselors, school psychologists, 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 a school year to plan for Tier 1 Universal System implementation. At these team trainings, four 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. The High School was named a Tier 1 School of Fidelity in 2018-2019. Both Peters Elementary, the Middle School and High 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. Slatington Elementary completed their Tier 1/ Universal SWPBS back during the 2010-2011 school year. Peters Elementary was trained and implemented Advance Tiers of supports starting the 2020-2021 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., reteaching 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 Behavior Assessment (FBA) in order to develop an individual Behavior Intervention Plan (BIP).

4. Describe the district school-based behavior health services.

Mental health service providers may include, but not be limited to, hospital emergency departments, psychiatric hospitals, community mental health centers, psychiatrists, psychologists, social workers, and primary care providers. The district shall create an emotional or mental health safety plan to support a student and the student's family if the student has been identified as being at increased risk of self-harm. For students with disabilities who are identified as being at risk of harming themselves or who have attempted, the appropriate team shall be notified and shall address the student's needs in accordance with applicable law, regulations and Board policy. If a student is identified as being at risk of harming themselves or have attempted self-harm and the student may require special education services or accommodations, the Director of Special Education shall be notified and shall take action to address the student's needs in accordance with applicable law, regulations and Board policy.

5. Describe the district restraint procedure.

When an intervention is necessary to address problem behavior, the positive techniques and types of intervention chosen for a student should be the least intrusive necessary. Restraints to control acute or episodic aggressive behavior may be used only when the student is acting in a manner that presents a clear and present danger to the student, other students or employees, and only when least restrictive measures and techniques have proven to be or were ineffective.

Intensive Interagency

Please address any areas of concern with students who are placed on Instruction Conducted in the Home or who are at a substantial risk of waiting more than 30 days for an appropriate educational placement.

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.

Education Program (Caseload FTE)

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
23- IU PE	Elementary	Full-time (1.0)	03/22/2022 09:38 AM

Building Name		
Peters El Sch		
Support Type		
Multiple Disabilities Support		
Support Sub-Type		
Multiple Disabilities Support		
Level of Support		Case Load
Full-Time (80% or More)		6
Identify Classroom	Classroom Location	Age Range
Intermediate Unit	Elementary	5 to 8
Age Range Justification		FTE %
		0.75

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
22- IU NLHS	Secondary	Full-time (1.0)	03/21/2022 02:06 PM

Building Name		
Northern Lehigh SHS		
Support Type		
Multiple Disabilities Support		
Support Sub-Type		
Multiple Disabilities Support		
Level of Support		Case Load
Full-Time (80% or More)		6

Identify Classroom	Classroom Location	Age Range
Intermediate Unit	Secondary	16 to 21
Age Range Justification		FTE %
Teacher supports/teaches students in grades 9th to 12+, therefore there are students who will stay pass the traditional 12th grade level of education.		0.75

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
21- Speech (SE, MS)	Multiple	Full-time (1.0)	03/22/2022 02:00 PM

Building Name		
Northern Lehigh SD		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		Case Load
Itinerant (20% or Less)		5
Identify Classroom	Classroom Location	Age Range
School District	Multiple	8 to 9
Age Range Justification		FTE %
		0.08

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
20- Speech (PE)	Elementary	Full-time (1.0)	03/22/2022 02:02 PM

Building Name

Peters El Sch		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		Case Load
Itinerant (20% or Less)		35
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 8
Age Range Justification		FTE %
		0.54

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
19- Speech- R (PE, SE, HS)	Multiple	Full-time (1.0)	03/22/2022 02:01 PM

Building Name		
Northern Lehigh SD		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		Case Load
Itinerant (20% or Less)		6
Identify Classroom	Classroom Location	Age Range
School District	Multiple	10 to 16
Age Range Justification		FTE %
Speech Therapist provides related services to grades K-12, therefore, the age range is going to exceed the 3 years.		0.09

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
18- ES (9-12)	Secondary	Full-time (1.0)	03/21/2022 11:48 AM

Building Name		
Northern Lehigh SHS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		5
Identify Classroom	Classroom Location	Age Range
School District	Secondary	17 to 18
Age Range Justification		FTE %
		0.1

Building Name		
Northern Lehigh SHS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		1
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 15
Age Range Justification		FTE %
		0.05

Building Name		
Northern Lehigh SHS		
Support Type		
Emotional Support		
Support Sub-Type		

Emotional Support		
Level of Support		Case Load
Itinerant (20% or Less)		8
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 18
Age Range Justification		FTE %
		0.16

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
17- ES (9-12)	Secondary	Full-time (1.0)	03/21/2022 11:41 AM

Building Name		
Northern Lehigh SHS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		2
Identify Classroom	Classroom Location	Age Range
School District	Secondary	17 to 17
Age Range Justification		FTE %
		0.04

Building Name		
Northern Lehigh SHS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load

Supplemental (Less Than 80% but More Than 20%)		2
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 17
Age Range Justification		FTE %
		0.1

Building Name		
Northern Lehigh SHS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Itinerant (20% or Less)		5
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 17
Age Range Justification		FTE %
		0.1

Building Name		
Northern Lehigh SHS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		4
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 16
Age Range Justification		FTE %
		0.2

Building Name		
Northern Lehigh SHS		
Support Type		

Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Full-Time (80% or More)		1
Identify Classroom	Classroom Location	Age Range
School District	Secondary	16 to 16
Age Range Justification		FTE %
		0.08

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
16- LS- I (9-12)	Secondary	Full-time (1.0)	03/21/2022 11:15 AM

Building Name		
Northern Lehigh SHS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		7
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 19
Age Range Justification		FTE %
Teacher supports/teaches students in grades 9th to 12th.		0.14

Building Name		
Northern Lehigh SHS		
Support Type		
Learning Support		
Support Sub-Type		

Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		8
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 18
Age Range Justification		FTE %
Teacher supports/teaches students in grades 9th to 12th.		0.4

Building Name		
Northern Lehigh SHS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Itinerant (20% or Less)		1
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 14
Age Range Justification		FTE %
		0.02

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
15- LS- M (9-12)	Secondary	Full-time (1.0)	03/21/2022 11:07 AM

Building Name		
Northern Lehigh SHS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load

Itinerant (20% or Less)		9
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 17
Age Range Justification		FTE %
		0.18

Building Name		
Northern Lehigh SHS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		7
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 17
Age Range Justification		FTE %
		0.35

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
14- LS- E/R (9-12)	Secondary	Full-time (1.0)	03/21/2022 11:03 AM

Building Name		
Northern Lehigh SHS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Itinerant (20% or Less)		1
Identify Classroom	Classroom Location	Age Range

School District	Secondary	17 to 17
Age Range Justification		FTE %
		0.02

Building Name		
Northern Lehigh SHS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		8
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 18
Age Range Justification		FTE %
		0.16

Building Name		
Northern Lehigh SHS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		5
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 17
Age Range Justification		FTE %
		0.25

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
13- LSS (8-12+)	Secondary	Full-time (1.0)	03/18/2022 01:45 PM

Building Name		
Northern Lehigh SHS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		1
Identify Classroom	Classroom Location	Age Range
School District	Secondary	17 to 17
Age Range Justification		FTE %
		0.05

Building Name		
Northern Lehigh SHS		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades 7-12)		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		8
Identify Classroom	Classroom Location	Age Range
School District	Secondary	13 to 21
Age Range Justification		FTE %
The classroom is comprised of students from grades 8-12+; therefore, the classroom ages naturally exceeds the 3 year age guideline.		0.4

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
12- ES (7-8)	Secondary	Full-time (1.0)	03/18/2022 01:35 PM

Building Name		
Northern Lehigh MS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Itinerant (20% or Less)		4
Identify Classroom	Classroom Location	Age Range
School District	Secondary	12 to 14
Age Range Justification		FTE %
		0.08

Building Name		
Northern Lehigh MS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		1
Identify Classroom	Classroom Location	Age Range
School District	Secondary	13 to 13
Age Range Justification		FTE %
		0.05

Building Name		
Northern Lehigh MS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		1
Identify Classroom	Classroom Location	Age Range

School District	Secondary	12 to 12
Age Range Justification		FTE %
		0.02

Building Name		
Northern Lehigh MS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		8
Identify Classroom	Classroom Location	Age Range
School District	Secondary	12 to 14
Age Range Justification		FTE %
		0.4

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
11- LS- E/R (7-8)	Secondary	Full-time (1.0)	03/21/2022 01:26 PM

Building Name		
Northern Lehigh MS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		8
Identify Classroom	Classroom Location	Age Range
School District	Secondary	13 to 14
Age Range Justification		FTE %

	0.16
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Building Name		
Northern Lehigh MS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		6
Identify Classroom	Classroom Location	Age Range
School District	Secondary	13 to 14
Age Range Justification		FTE %
		0.3

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
10- LS- M (7-8)	Secondary	Full-time (1.0)	03/21/2022 11:09 AM

Building Name		
Northern Lehigh MS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		12
Identify Classroom	Classroom Location	Age Range
School District	Secondary	12 to 13
Age Range Justification		FTE %
		0.24

Building Name		
Northern Lehigh MS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		7
Identify Classroom	Classroom Location	Age Range
School District	Secondary	12 to 13
Age Range Justification		FTE %
		0.35

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
9- ES (3-6)	Elementary	Full-time (1.0)	03/18/2022 10:27 AM

Building Name		
Slatington El Sch		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Itinerant (20% or Less)		10
Identify Classroom	Classroom Location	Age Range
School District	Elementary	8 to 12
Age Range Justification		FTE %
Exception is for keeping students in their home districts and include them into their community district.		0.2

Building Name		
Slatington El Sch		

Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		1
Identify Classroom	Classroom Location	Age Range
School District	Elementary	8 to 8
Age Range Justification		FTE %
		0.05

Building Name		
Slatington El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		1
Identify Classroom	Classroom Location	Age Range
School District	Elementary	9 to 9
Age Range Justification		FTE %
		0.05

Building Name		
Slatington El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		1
Identify Classroom	Classroom Location	Age Range
School District	Elementary	9 to 9
Age Range Justification		FTE %

	0.02
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FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
8- LS (6)	Elementary	Full-time (1.0)	03/18/2022 10:15 AM

Building Name		
Slatington El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		9
Identify Classroom	Classroom Location	Age Range
School District	Elementary	11 to 12
Age Range Justification		FTE %
		0.45

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
7- LS (5)	Elementary	Full-time (1.0)	03/18/2022 10:13 AM

Building Name		
Slatington El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		

Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		17
Identify Classroom	Classroom Location	Age Range
School District	Elementary	10 to 12
Age Range Justification		FTE %
		0.85

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
6- LS (4)	Elementary	Full-time (1.0)	03/18/2022 10:06 AM

Building Name		
Slatington El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		3
Identify Classroom	Classroom Location	Age Range
School District	Elementary	9 to 10
Age Range Justification		FTE %
		0.06

Building Name		
Slatington El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		9

Identify Classroom	Classroom Location	Age Range
School District	Elementary	9 to 10
Age Range Justification		FTE %
		0.45

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
5- LS (3)	Elementary	Full-time (1.0)	03/18/2022 10:40 AM

Building Name		
Slatington El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		2
Identify Classroom	Classroom Location	Age Range
School District	Elementary	9 to 9
Age Range Justification		FTE %
		0.04

Building Name		
Slatington El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		16
Identify Classroom	Classroom Location	Age Range
School District	Elementary	8 to 9

Age Range Justification	FTE %
	0.8

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
4- LSS (4-7)	Multiple	Full-time (1.0)	03/18/2022 11:08 AM

Building Name	
Slatington El Sch	
Support Type	
Life Skills Support	
Support Sub-Type	
Life Skills Support (Grades K-6)	
Level of Support	Case Load
Supplemental (Less Than 80% but More Than 20%)	4
Identify Classroom	Classroom Location
School District	Elementary
Age Range Justification	Age Range
	10 to 13
	FTE %
	0.2

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
3- LS (K-2)	Elementary	Full-time (1.0)	03/18/2022 09:59 AM

Building Name	
Peters El Sch	
Support Type	
Learning Support	
Support Sub-Type	

Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		9
Identify Classroom	Classroom Location	Age Range
School District	Elementary	7 to 9
Age Range Justification		FTE %
		0.45

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
2- ES (K-2)	Elementary	Full-time (1.0)	03/18/2022 11:08 AM

Building Name		
Peters El Sch		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Itinerant (20% or Less)		7
Identify Classroom	Classroom Location	Age Range
School District	Elementary	6 to 8
Age Range Justification		FTE %
		0.14

Building Name		
Peters El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load

Supplemental (Less Than 80% but More Than 20%)		1
Identify Classroom	Classroom Location	Age Range
School District	Elementary	7 to 7
Age Range Justification		FTE %
		0.05

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
1- LSS (K-3)	Elementary	Full-time (1.0)	03/18/2022 09:59 AM

Building Name	
Peters El Sch	
Support Type	
Life Skills Support	
Support Sub-Type	
Life Skills Support (Grades K-6)	
Level of Support	Case Load
Supplemental (Less Than 80% but More Than 20%)	8
Identify Classroom	Classroom Location
School District	Elementary
Age Range Justification	FTE %
	0.4

Special Education Facilities

Building Name		Room #
Peters El Sch		205
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
24 feet, 0 inches x 36 feet, 0 inches	864sqft	30
Implementation Date		
2022-05-04		
Uploaded Files		
PE Floor Plan.pdf		

1Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	

Building Name		Room #
Peters El Sch		203
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
24 feet, 0 inches x 36 feet, 0 inches	864sqft	30
Implementation Date		
2022-05-04		
Uploaded Files		
PE Floor Plan.pdf		

2 Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	

Building Name		Room #
Peters El Sch		112
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
23 feet, 0 inches x 35 feet, 0 inches	805sqft	28
Implementation Date		
2022-05-04		
Uploaded Files		
PE Floor Plan.pdf		

3 Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	

Building Name		Room #
Slatington El Sch		208
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
28 feet, 0 inches x 33 feet, 0 inches	924sqft	33
Implementation Date		
2022-05-04		
Uploaded Files		
SE Floor Plan_22b042c0.pdf		

4Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	

Building Name		Room #
Slatington El Sch		249
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
24 feet, 0 inches x 36 feet, 0 inches	864sqft	30
Implementation Date		
2022-05-04		
Uploaded Files		

SE Floor Plan_dae5a1bd.pdf

5 Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	

Building Name		Room #
Slatington El Sch		228
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
27 feet, 0 inches x 21 feet, 0 inches	567sqft	20
Implementation Date		
2022-05-04		
Uploaded Files		
SE Floor Plan_a8395c50.pdf		

6 Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	

Building Name		Room #
Slatington El Sch		122
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
38 feet, 0 inches x 20 feet, 0 inches	760sqft	27
Implementation Date		
2022-05-04		
Uploaded Files		
SE Floor Plan_5277892a.pdf		

7Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	

Building Name		Room #
Slatington El Sch		112
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
22 feet, 0 inches x 26 feet, 0 inches	572sqft	20
Implementation Date		
2022-05-04		
Uploaded Files		

SE Floor Plan_40476e81.pdf

8 Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	

Building Name		Room #
Slatington El Sch		103
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
24 feet, 0 inches x 29 feet, 0 inches	696sqft	24
Implementation Date		
2022-05-04		
Uploaded Files		
SE Floor Plan_7bad54de.pdf		

9 Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	

Building Name		Room #
Northern Lehigh MS		31
School Building		Building Description
Middle		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
24 feet, 0 inches x 30 feet, 0 inches	720sqft	25
Implementation Date		
2022-05-04		
Uploaded Files		
MS Floor Plan.pdf		

10Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	

Building Name		Room #
Northern Lehigh MS		28
School Building		Building Description
Middle		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
29 feet, 0 inches x 29 feet, 0 inches	841sqft	30
Implementation Date		
2022-05-04		
Uploaded Files		

MS Floor Plan.pdf

11 Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	

Building Name		Room #
Northern Lehigh MS		13
School Building		Building Description
Middle		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
23 feet, 0 inches x 24 feet, 0 inches	552sqft	19
Implementation Date		
2022-05-04		
Uploaded Files		
MS Floor Plan.pdf		

12 Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	

Building Name		Room #
Northern Lehigh MS		10
School Building		Building Description
Middle		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
20 feet, 6 inches x 34 feet, 0 inches	697sqft	24
Implementation Date		
2022-05-04		
Uploaded Files		
MS Floor Plan.pdf		

13 Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	

Building Name		Room #
Northern Lehigh SHS		311
School Building		Building Description
Senior High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
26 feet, 0 inches x 31 feet, 0 inches	806sqft	28
Implementation Date		
2022-05-04		
Uploaded Files		

HS Floor Plan.pdf

14 Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	

Building Name		Room #
Northern Lehigh SHS		212
School Building		Building Description
Senior High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
24 feet, 0 inches x 19 feet, 0 inches	456sqft	16
Implementation Date		
2022-05-04		
Uploaded Files		
HS Floor Plan.pdf		

15 Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	

Building Name		Room #
Northern Lehigh SHS		207
School Building		Building Description
Senior High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
30 feet, 0 inches x 24 feet, 0 inches	720sqft	25
Implementation Date		
2022-05-04		
Uploaded Files		
HS Floor Plan.pdf		

16Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	

Building Name		Room #
Northern Lehigh SHS		307C
School Building		Building Description
Senior High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
27 feet, 0 inches x 20 feet, 0 inches	540sqft	19
Implementation Date		
2022-05-04		
Uploaded Files		

HS Floor Plan.pdf

17 Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	

Building Name		Room #
Northern Lehigh SHS		307D
School Building		Building Description
Senior High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
19 feet, 0 inches x 31 feet, 0 inches	589sqft	21
Implementation Date		
2022-05-04		
Uploaded Files		
HS Floor Plan.pdf		

18 Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	

Building Name		Room #
Peters El Sch		207
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
18 feet, 0 inches x 26 feet, 0 inches	468sqft	16
Implementation Date		
2022-05-04		
Uploaded Files		
PE Floor Plan.pdf		

19Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	

Building Name		Room #
Slatington El Sch		213
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
23 feet, 0 inches x 26 feet, 0 inches	598sqft	21
Implementation Date		
2022-05-04		
Uploaded Files		

20 Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	

Building Name		Room #
Northern Lehigh MS		Library Conference Room
School Building		Building Description
Middle		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
10 feet, 0 inches x 14 feet, 6 inches	145sqft	5
Implementation Date		
2022-05-04		
Uploaded Files		
MS Floor Plan.pdf		

21 Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	

Building Name		Room #
Slatington El Sch		251
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
14 feet, 0 inches x 20 feet, 0 inches	280sqft	10
Implementation Date		
2022-05-04		
Uploaded Files		
SE Floor Plan_15ea4dc0.pdf		

22Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	

Building Name		Room #
Northern Lehigh SHS		311A
School Building		Building Description
Senior High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
23 feet, 0 inches x 46 feet, 0 inches	1058sqft	37
Implementation Date		
2022-05-04		
Uploaded Files		

HS Floor Plan.pdf

23 Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	

Building Name		Room #
Slatington El Sch		252
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
22 feet, 0 inches x 26 feet, 0 inches	572sqft	20
Implementation Date		
2022-05-04		
Uploaded Files		
SE Floor Plan.pdf		

24 Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities		No
The class is located where noise will not interfere with instruction		No
The class is located only in space that is designed for purposes of instruction		No
The class is readily accessible		No
The class is composed of at least 28 square feet per student		No

Building Name		Room #
Peters El Sch		124
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
16 feet, 0 inches x 22 feet, 0 inches	352sqft	12
Implementation Date		
2022-05-04		
Uploaded Files		
PE Floor Plan.pdf		

25Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	

Building Name		Room #
Peters El Sch		121
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
25 feet, 0 inches x 36 feet, 0 inches	900sqft	32
Implementation Date		
2022-05-04		
Uploaded Files		

PE Floor Plan.pdf

26 Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	

Building Name		Room #
Slatington El Sch		220
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
23 feet, 0 inches x 39 feet, 0 inches	897sqft	32
Implementation Date		
2022-05-04		
Uploaded Files		
SE Floor Plan.pdf		

27 Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	

Building Name		Room #
Northern Lehigh SHS		211
School Building		Building Description
Senior High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
40 feet, 0 inches x 30 feet, 0 inches	1200sqft	42
Implementation Date		
2022-05-04		
Uploaded Files		
HS Floor Plan.pdf		

28 Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	

Building Name		Room #
Northern Lehigh SHS		English Planning Center-
School Building		Building Description
Senior High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
19 feet, 0 inches x 29 feet, 0 inches	551sqft	19
Implementation Date		
2022-05-04		
Uploaded Files		

29 Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	

Special Education Support Services

30Special Education Support Services

Special Education Support Services	Numerical Value	Primary Location	Contractor or District
Director of Special Education	1	District Wide	District
Transition Coordinator	1	Secondary	District
Paraprofessionals	35	District Wide	District
School Psychologist	2	District Wide	District
Guidance Counselor	5	District Wide	District
Social Worker	1	District Wide	Contractor
Behavior Specialist	1	District Wide	Contractor
Occupational Therapist	1	District Wide	Contractor
Physical Therapist	1	District Wide	Contractor
Other	3	District Wide	Contractor

Special Education Personnel Development

Autism

Description of Training			
ABC's of behavior that will refresh basic knowledge of behaviors for students of Autism			
Lead Person/Position		Year of Training	
BCBA		2022-2023	
Hours Per Training	Number of Sessions	Provider	Audience
1	1	District Intermediate Unit Other	General Education Teachers Special Education Teachers

Description of Training			
Sensory strategies for students with Autism			
Lead Person/Position		Year of Training	
OT		2023-2024	
Hours Per Training	Number of Sessions	Provider	Audience
1	4	Intermediate Unit Other	General Education Teachers Parents Special Education Teachers

Positive Behavior Support

Description of Training			
Check and Connect training for mentor teachers to build connections through positive relationship building, family engagement and problem solving			
Lead Person/Position		Year of Training	
Director of Special Education		2022-2023	
Hours Per Training	Number of Sessions	Provider	Audience
6	1	Intermediate Unit	Building Administrators General Education Teachers Paraprofessionals

			Special Education Teachers
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Paraprofessional

Description of Training			
Paraprofessionals and staff will demonstrate increased knowledge in verbal de-escalation strategies and related issues for students with disabilities. They will also be trained in personal safety and restraints if the student is in crisis.			
Lead Person/Position		Year of Training	
CPI trainers		2023-2024	
Hours Per Training	Number of Sessions	Provider	Audience
5	2	District	Parents Paraprofessionals Special Education Teachers

Transition

Description of Training			
RENEW training is a school-to-career transition planning and individualized process for youth with emotional and behavioral challenges			
Lead Person/Position		Year of Training	
Director of Special Ed with IU Tac		2023-2024	
Hours Per Training	Number of Sessions	Provider	Audience
6	1	Intermediate Unit	Building Administrators Special Education Teachers

Science of Literacy

Description of Training
Review implementation of Read 180 and System 44 for fidelity and quarterly data reviews to drive instruction.

Lead Person/Position		Year of Training	
Director of Special Education		2022-2024	
Hours Per Training	Number of Sessions	Provider	Audience
1	8	District	Building Administrators Central Office Administrators Special Education Teachers

Parent Training

Description of Training			
Supporting Children with Challenging Behavior, strategies are provided to family on how to follow through on rules and expectations.			
Lead Person/Position		Year of Training	
Michele Dotta/Director of Special Education		2023-2025	
Hours Per Training	Number of Sessions	Provider	Audience
2-3	1	Intermediate Unit	Parents

Description of Training			
Path to the Future, Transition services sessions that are informational for parents			
Lead Person/Position		Year of Training	
Michele Dotta/ Director of Special Education		2024-2025	
Hours Per Training	Number of Sessions	Provider	Audience
1	9	Intermediate Unit	Parents

IEP Development

Description of Training	
School Age IEP training will show how Present Levels, Needs, Transition Grid, and Measurable Annual Goals should align with one another.	
Lead Person/Position	Year of Training

Michele Dotta/Director of Special Education		2022-2023	
Hours Per Training	Number of Sessions	Provider	Audience
1.5	2	Intermediate Unit	Parents Paraprofessionals Special Education Teachers

Signatures & Affirmations

Approval Date

Uploaded Files

- 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.
- 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.
- 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.
- The school district will comply with the PA Department of Education, Bureau of Special Education's revision notice process.
- 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.
- 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.

Superintendent/Chief Executive Officer

Date

